

EMBARGOED until Wed, March 20 at 11:30a EDT



2019 EDUCATOR SURVEY

findings of an online survey of educators conducted Feb 4-19, 2019



**EMMA WHITE
RESEARCH** LLC

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EXECUTIVE SUMMARY

Methods

- The 2019 Launch Michigan educator survey was conducted online. All PreK-12 public school educators in Michigan qualified to participate, and 16,878 qualified respondents completed the survey.
- Recruitment was multi-stage. AFT members and MEA members (and non-members in MEA-represented districts) were e-mailed individualized links. MASSP and MEMSPA emailed a generic link to their membership. MAPSA asked charter operators to email their educators the generic link. Finally, MASA asked their members to communicate about the importance of the survey with educators in their districts. Data from MEA and AFT members were weighted to match information available from those organizations; then the data were weighted by source.
- Tennessee comparisons are to a survey of nearly 40,000 educators statewide conducted by the Tennessee Education Research Alliance (TERA) at Vanderbilt University and the Tennessee Department of Education between March 6 and April 20, 2018.

Notes about analytical categories

Role: based on self-reported job category

- Teachers includes special ed, fine arts, physical education, librarians, literacy specialists
- Administrators includes principals, assistant principals, and central district administrators;
- Ancillary staff includes counselors, social workers, psychologists, curriculum specialists, and other certified or specialized non-teaching roles;
- Para: paraprofessional educators
- Support staff includes transportation, office, custodial, food service, etc.

Length of time in education: self-reported

Urbanicity: self-reported "type of community"

Region: by self-reported county of work; divisions shown on next page

Poverty level: based on the percent of students in a district qualified for free/reduced lunch (CEPI data)

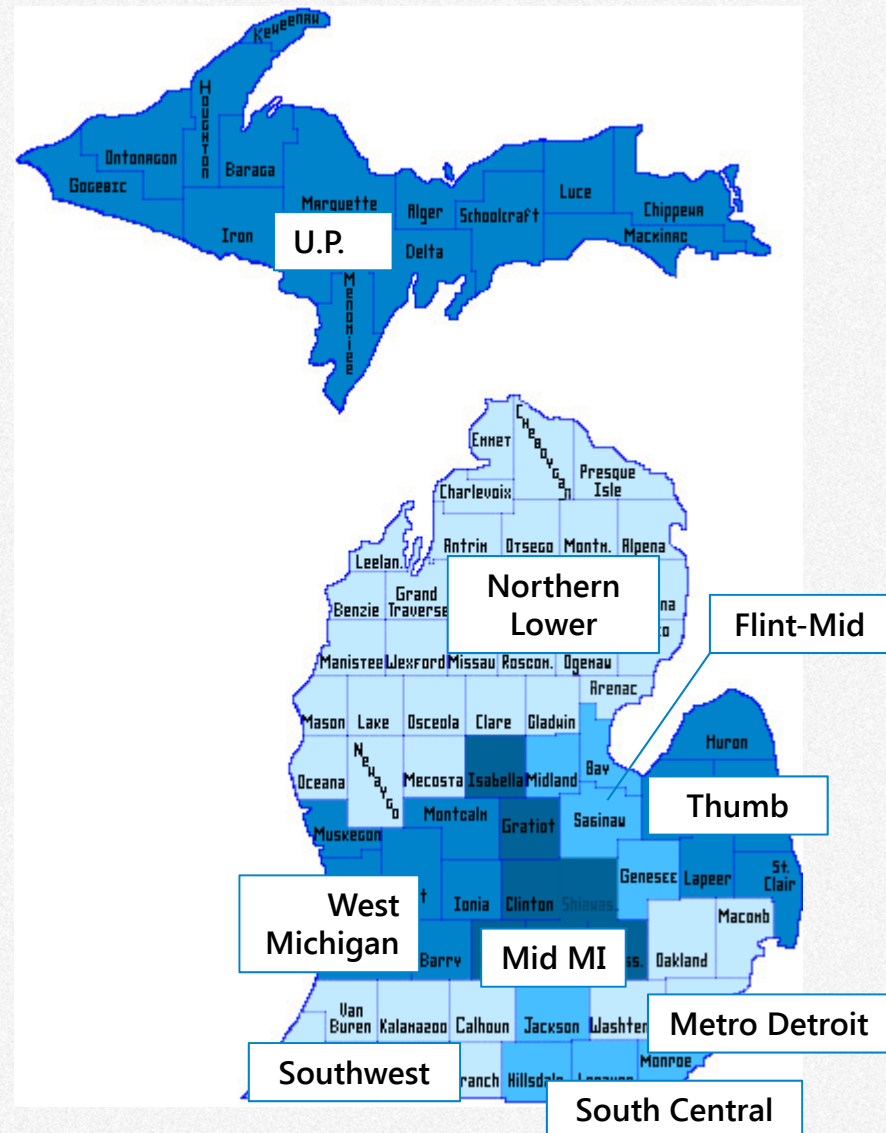
- Low poverty: <50% qualify for free/reduced lunch
- Middle: 50-75%
- High: 75%+

School spending: based on district general fund revenue per pupil

- Low spending: \$9,500 per pupil
- Middle: \$9,500-\$10,499
- High: \$10,500+

Regional divisions for analysis

In addition to the regional divisions shown to the right, we also examined differences among the five largest counties in the state (Wayne, Oakland, Macomb, Kent and Genesee).



Summary

The 2019 Launch Michigan Educator survey shows that although educators in the state are generally content with workplace climate at the school level, there are a number of areas where they would like to see major improvement.

MI educators' concerns are serious enough that only a quarter would recommend education as a career for young people they know. In particular, they say they are worn down by heavy workloads and what they see as lack of support or respect, and sometimes active hindrance, from political leaders. They are divided on whether the current teacher evaluation system is fair, but few see it leading to better student learning. They describe professional learning as inadequate. On every measure we compared, educators in Michigan are less content than their counterparts in Tennessee, a state which has served as a model for education reform efforts.

As policy-makers consider efforts to improve schools and educational outcomes, educators are open to a number of approaches. They prioritize smaller class sizes and expanding access to Pre-K and are generally supportive of ideas ranging from distributing funding based on need to adding literacy coaches.

Highlights: Career satisfaction and retention

Highlights of the 2019 Launch Michigan survey are as follows:

- Educators are relatively positive about climate at their own schools, though not as universally as in Tennessee.
 - 77% are “generally satisfied with being a teacher at this school” (87% in Tennessee);
 - 64% feel appreciated for the job they are doing (79% in Tennessee);
- At the same time, only 25% would recommend the career to others. Educators say the things that most negatively affect their professional satisfaction include lack of support from policy-makers and politicians and lack of respect for the profession.
- Over one in ten (12%) say they plan to leave education for a different career over the next two to three years. Statistical analysis suggests that important drivers of this move include class sizes (having larger class sizes predicts leaving), and a number of attitudes and experiences, including feeling constrained rather than empowered in the classroom. Slide 48 explores this analysis in more detail.

Highlights: Professional learning, evaluation, and standardized testing

- Educators lean toward negative views on the quality of the professional learning they receive and the fairness and value of the teacher evaluation process. We see big gaps when compared to Tennessee on these issues.
- Just 43% report receiving professional learning suggestions tailored to them (compared to 75% in Tennessee);
- Only half of teachers (47%) say the teacher evaluation process is fair and even fewer (35%) say it has improved their teaching (compared to 77% and 72% in Tennessee)

We should note that the initial ratings of Tennessee's evaluation system, implemented in 2011, were comparable to Michigan's ([35% said it improved their teaching](#)), but subsequent changes to the evaluation system and how it is implemented have dramatically improved educators' perceptions.

- Michigan educators tend to see too much time and effort invested in statewide standardized exams -- only one in five (20%) says the information received is worth the investment.

Highlights: Literacy

- The data also reveal gaps in literacy supports – a critically important area, especially as Michigan moves toward implementation of the law requiring retention of 3rd graders who do not meet literacy benchmarks.
- Nearly a quarter of K-5 educators (24%) say their school is not ready to provide any additional support for students who are held back – this rises to over four in ten in certain types of urban districts, especially those with high poverty and low per pupil spending.
- While majorities say their school libraries and classrooms have enough reading material for students, over three in ten do not – particularly in the same high poverty and lower-spending urban districts.
- Only half of educators (48%) say they get enough professional learning in literacy – and middle and high school educators in particular say they are lacking in this regard.

Highlights: Policy solutions

- Large majorities of educators say each of the policy solutions presented in the survey would improve schools.
 - Reducing class sizes (80% say it would make a “large impact”) and expanding access to high quality pre-school (65%) are the proposals most broadly identified as leading to big improvement in schools.
 - Majorities also say allocating funding based on student need, effective mentoring for early-career teachers and principals, and expanding programs to connect families with social services will have a large impact.
 - Although fewer say additional literacy coaches would make a large impact (38%), this may be partly a function of awareness. Where literacy coaches and literacy interventionists are available (43% and 56% respectively say they have access to these supports), over two-thirds of educators describe them as helpful.

Highlights: Differences among educators

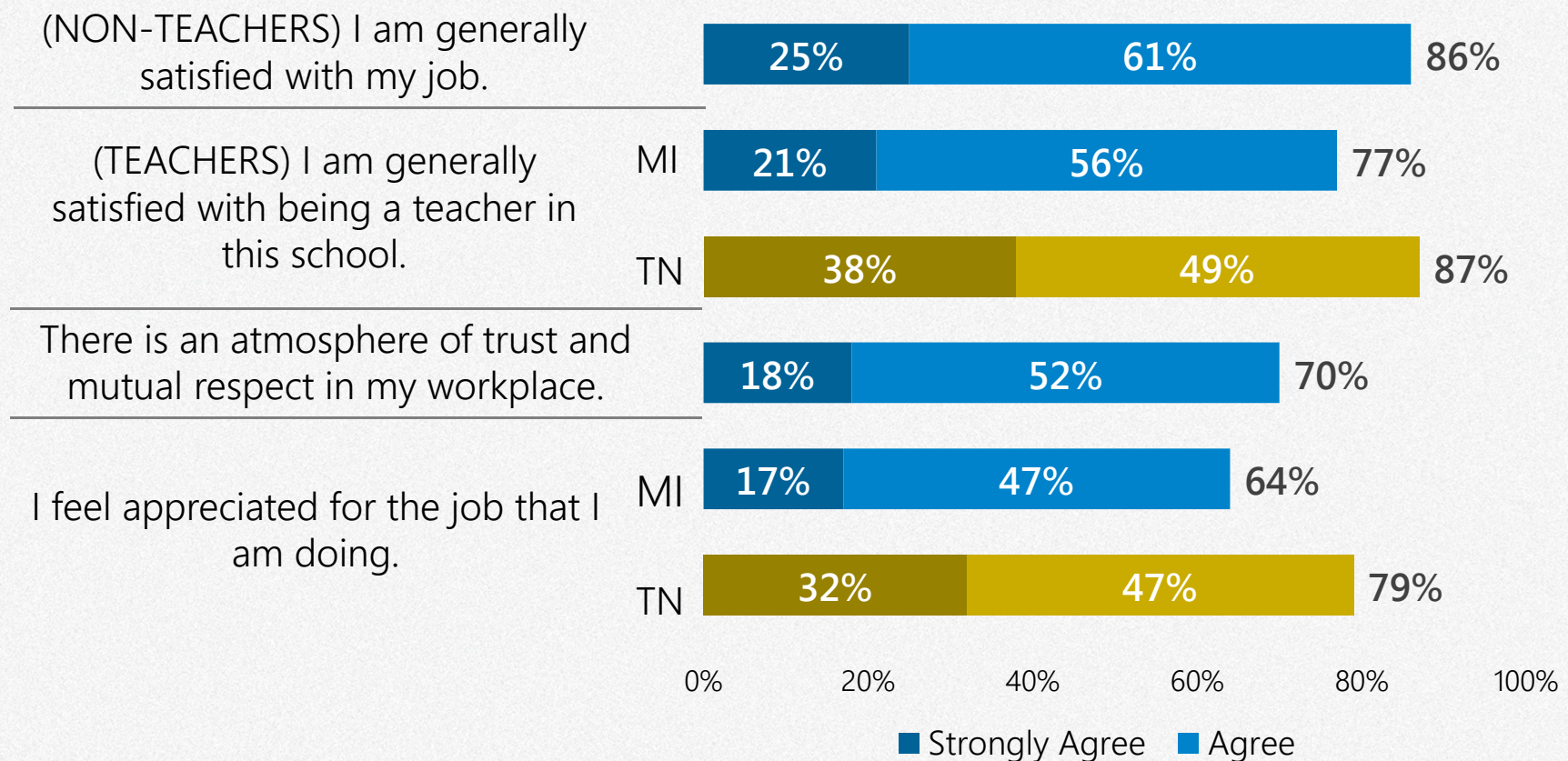
- Administrators offer a more optimistic outlook than teachers on nearly all measures.
- The newest teachers are also substantially more optimistic in many areas, such as overall satisfaction, and perceptions of professional development, evaluation, and testing – but this drops off dramatically between those who have been teaching less than two years and the group who has been teaching from three to five.
- Educators in urban districts, particularly those with high poverty and lower per pupil spending – are more likely to point out certain types of problems, such as large class sizes, poor building conditions, lack of parental involvement, and lack of resources for literacy. The results are very similar in struggling districts that have partnership agreements with MDE.
- Educators generally share views on both the most important factors reducing their job satisfaction and on the changes that will make the biggest difference in improving schools.

SCHOOL CLIMATE

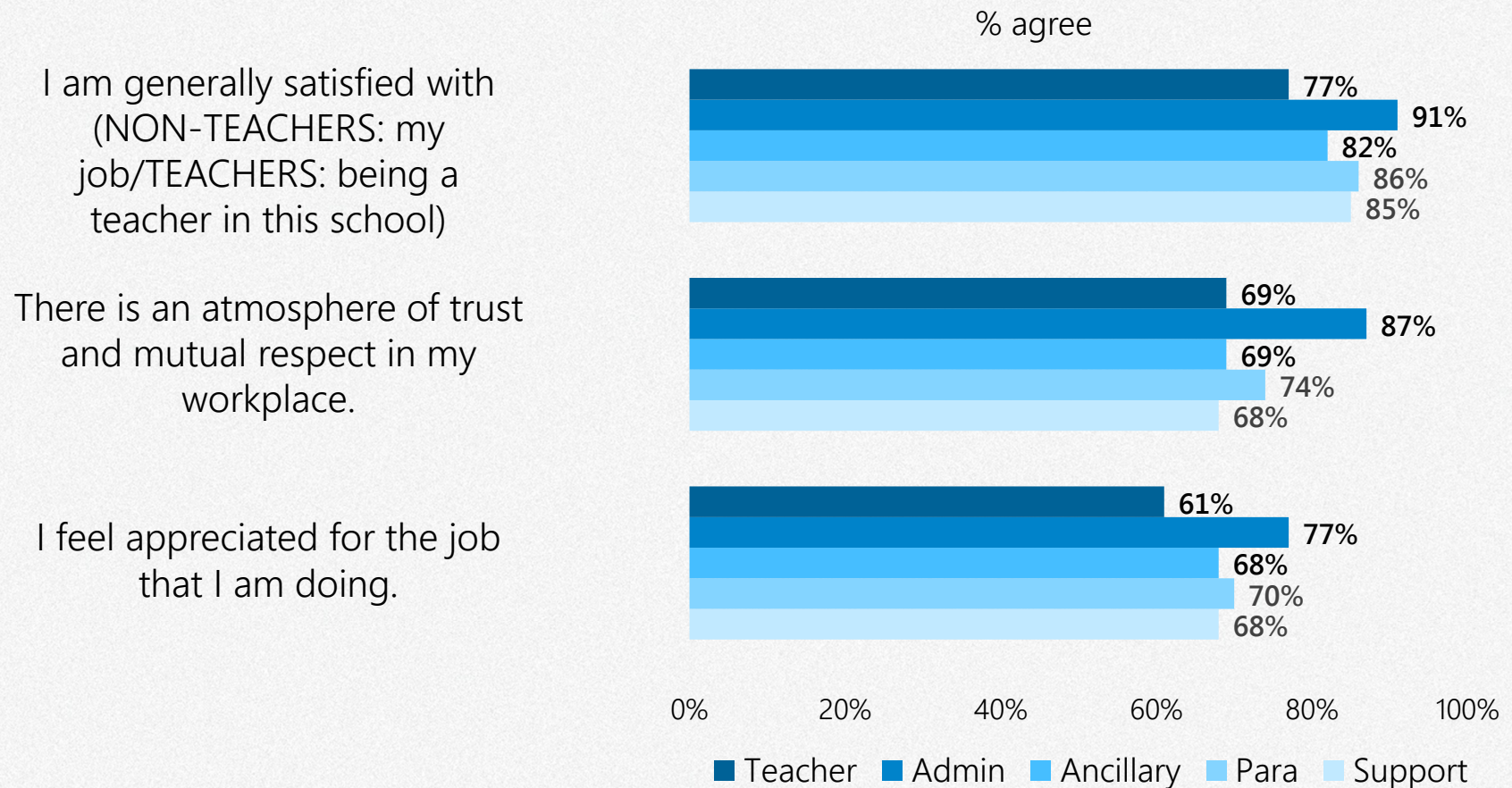
Overview: School climate

- Teachers and educators generally are relatively positive about climate at their own schools, though not as universally as in Tennessee.
 - 77% of teachers are “generally satisfied with being a teacher at this school” (87% in Tennessee);
 - 64% of educators feel appreciated for the job they are doing (79% in Tennessee); and
 - Just over half of teachers feel empowered to teach in the way that is best for their students (56%) rather than constrained (31%). In Tennessee, 73% feel empowered and only 13% constrained.
- Most say teachers and staff have the opportunity for leadership (82%) and to provide input into decisions at the school level (74%), though less so at the district level (46%).
- Administrators and the newest educators (in the field for two years or less) express more satisfaction with school climate, while those in big cities express less.

MI educators are relatively positive about school climate – but not quite as much as in Tennessee.

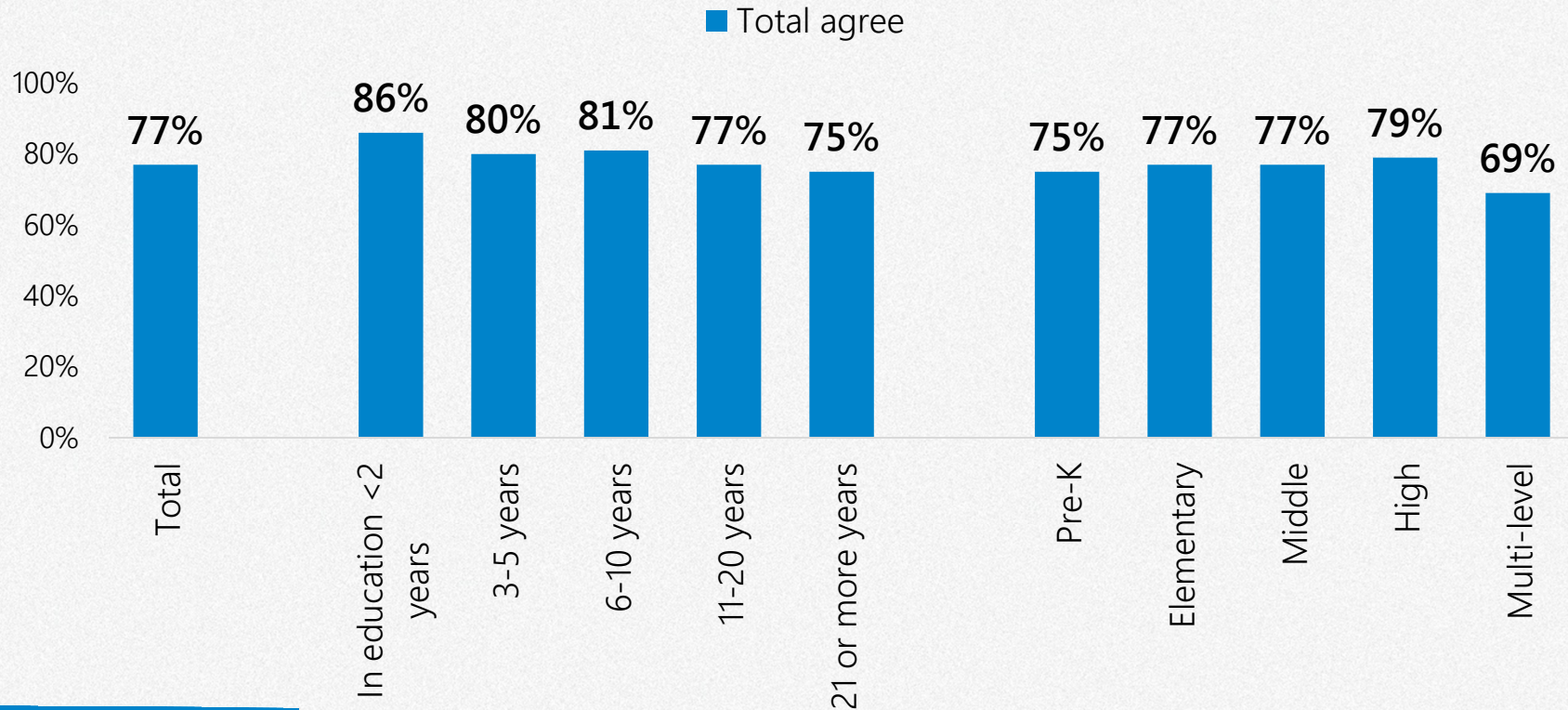


Administrators are generally more positive about school climate than are those in other roles.



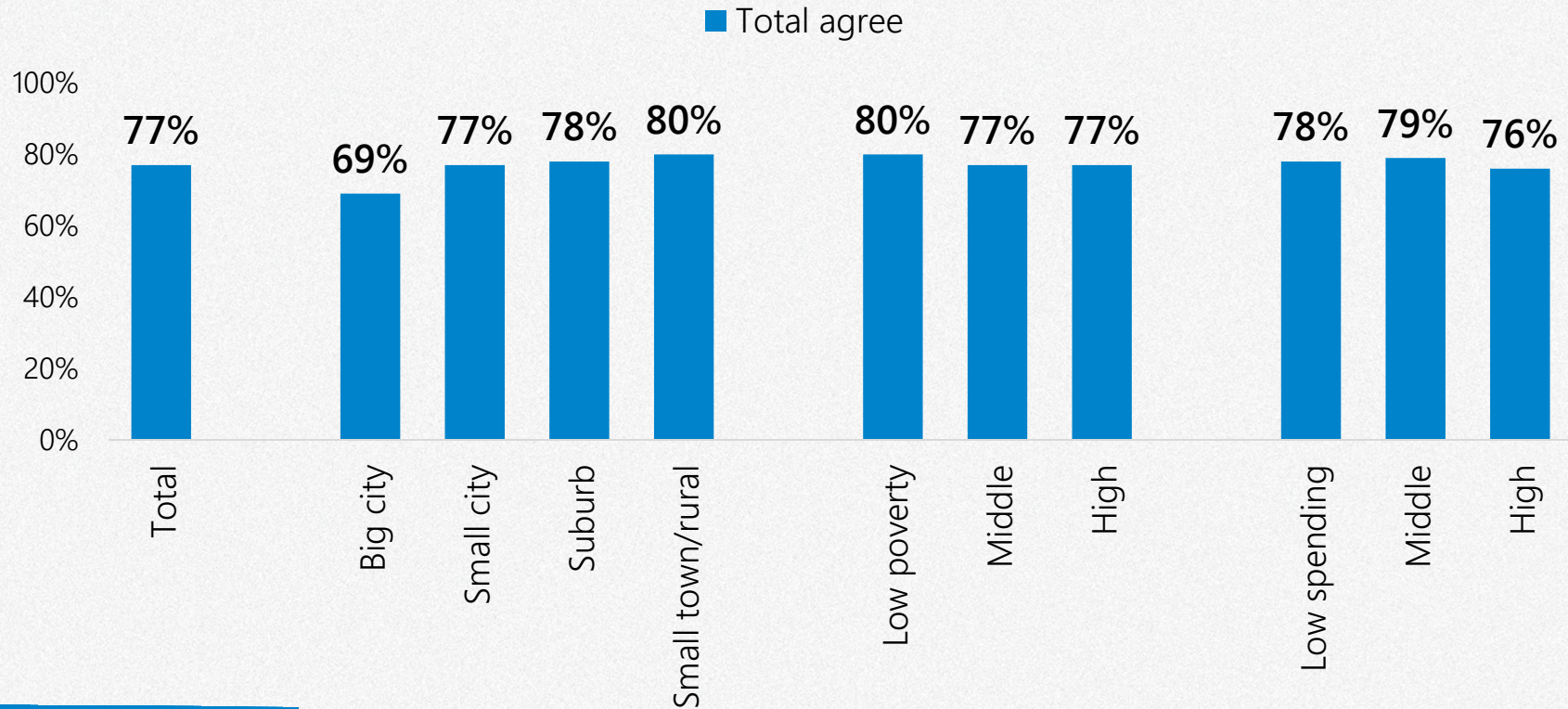
Newer teachers are more satisfied and those who teach in multi-level settings less so.

I am generally satisfied with being a teacher in this school



There is more variation by type of community (urban to rural) than by poverty or spending level.

I am generally satisfied with being a teacher in this school



Most teachers feel empowered rather than constrained – though less than in Tennessee.

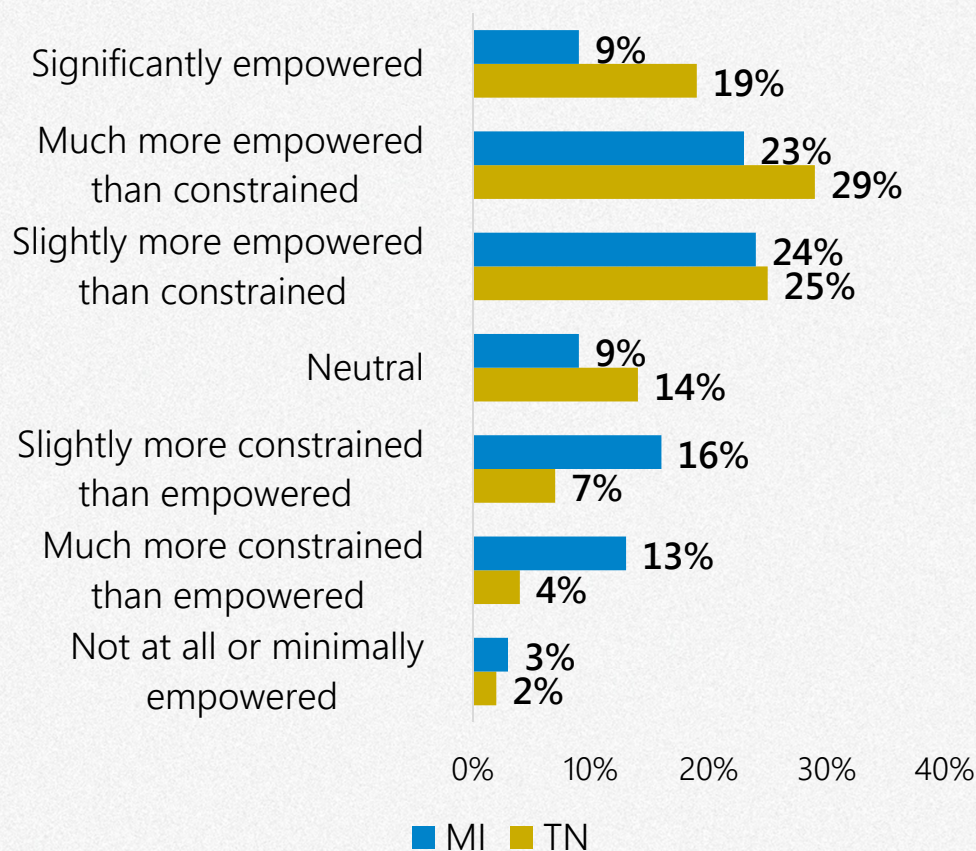
Total empowered:

- MI 56%
- TN 73%

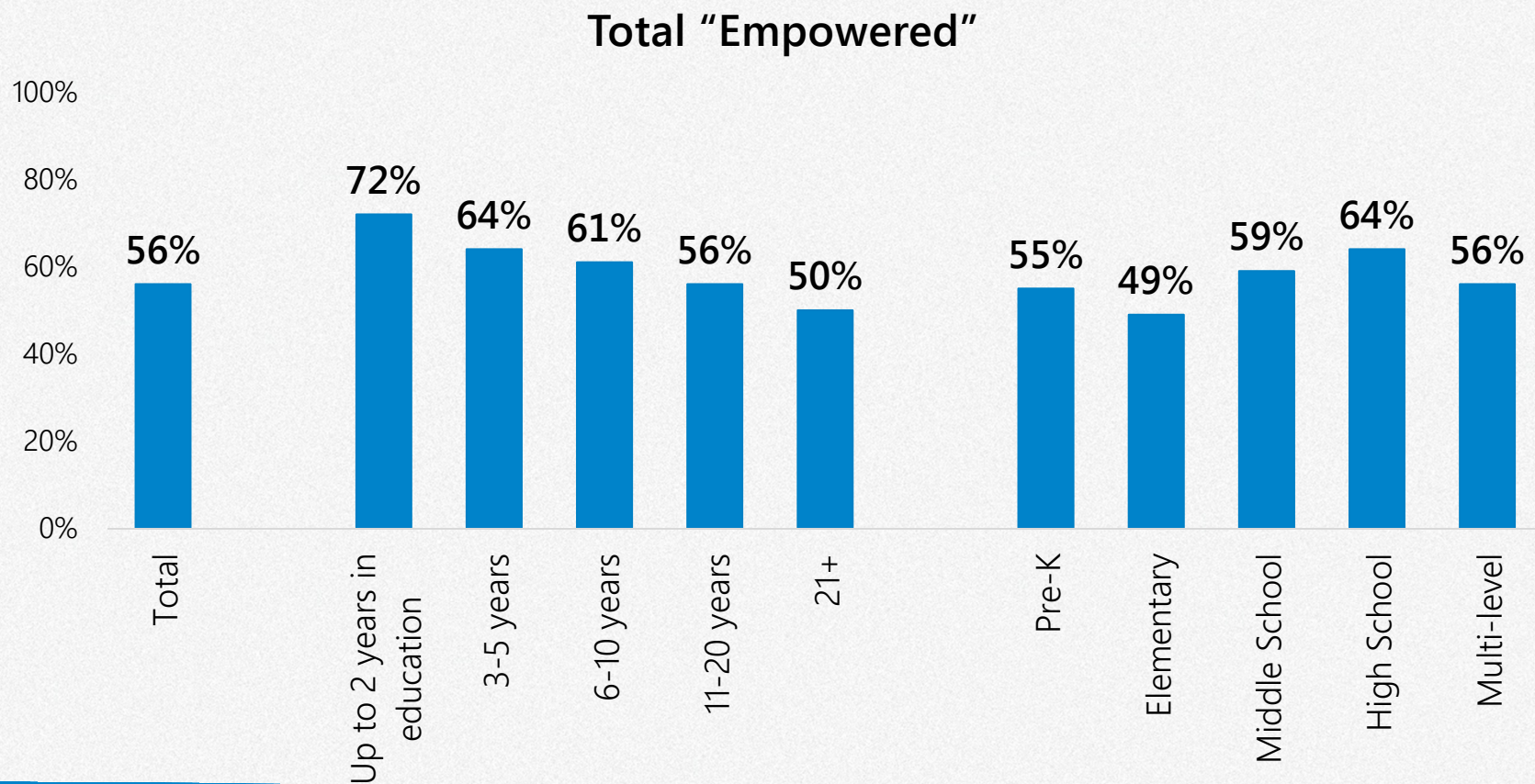
Total constrained

- MI 31%
- TN: 13%

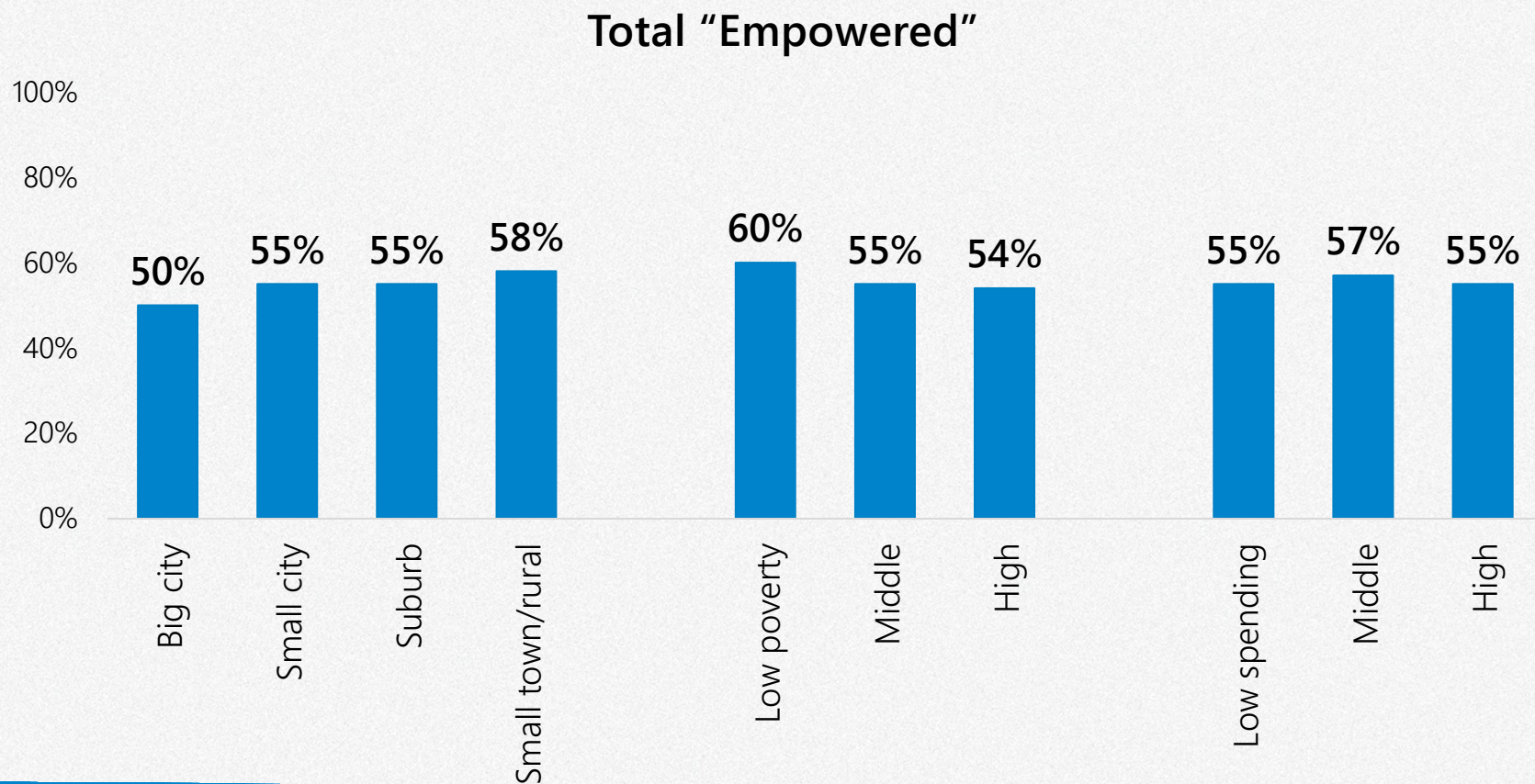
On a seven-point scale, please indicate the extent to which you feel empowered to teach in ways that are best for your students



Newer teachers and those who teach high school feel more empowered.



We find less variation by urbanicity, poverty, or spending levels.



Administrators are even more likely to feel empowered.

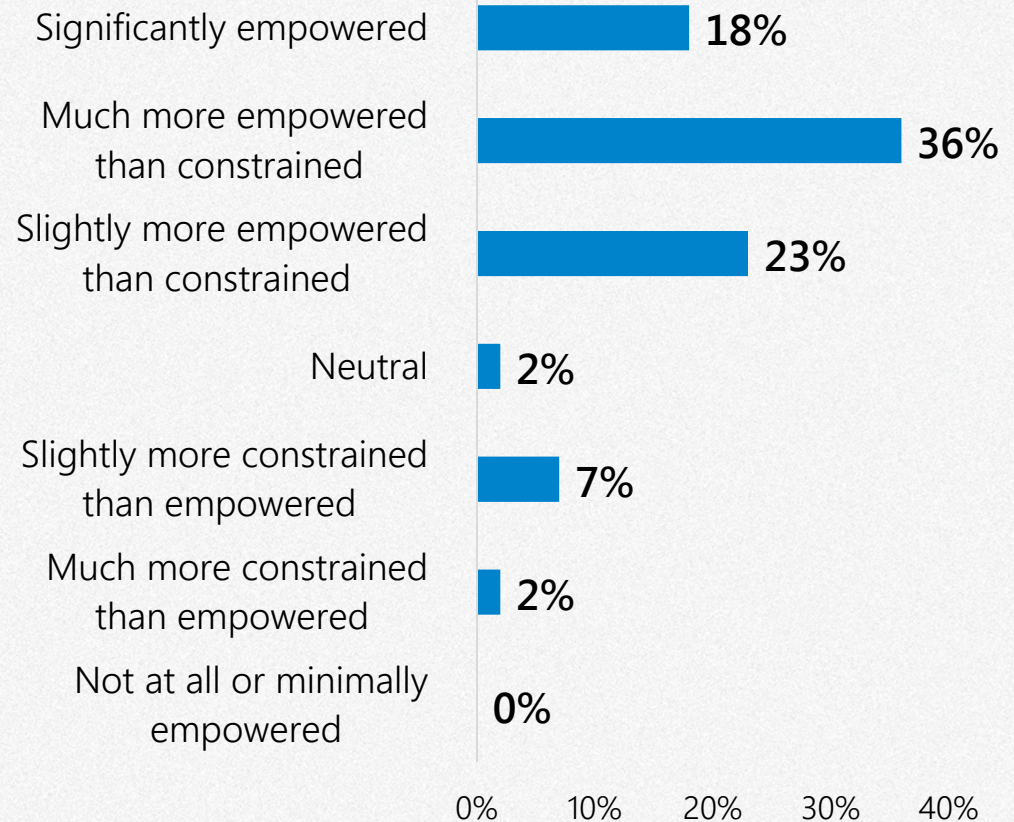
Total empowered:

- 77%

Total constrained

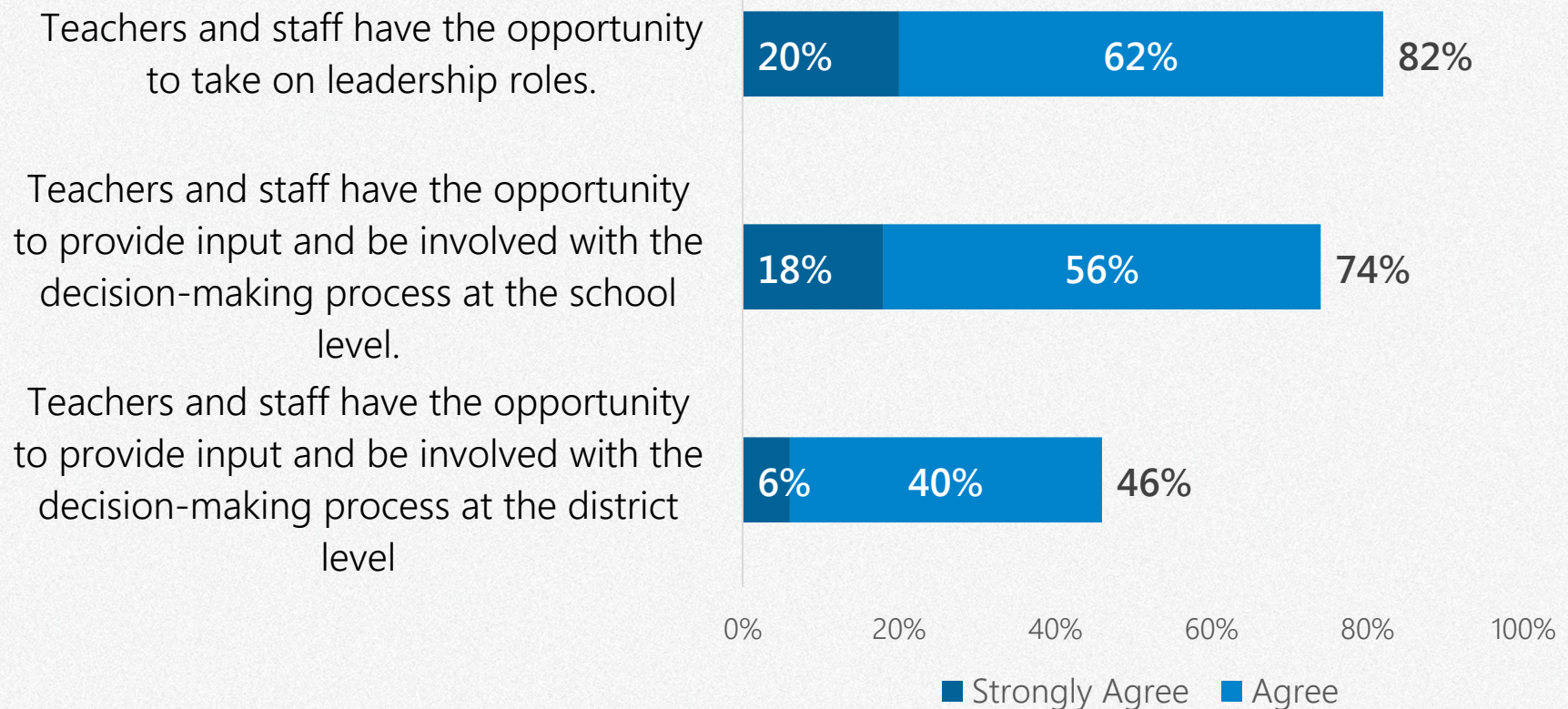
- 8%

On a seven-point scale, please indicate the extent to which you feel empowered to lead in ways that are best for your staff



AMONG ADMINISTRATORS ONLY, N=337 22

Most say teachers and staff have opportunity for leadership and input at school level, less at district level.

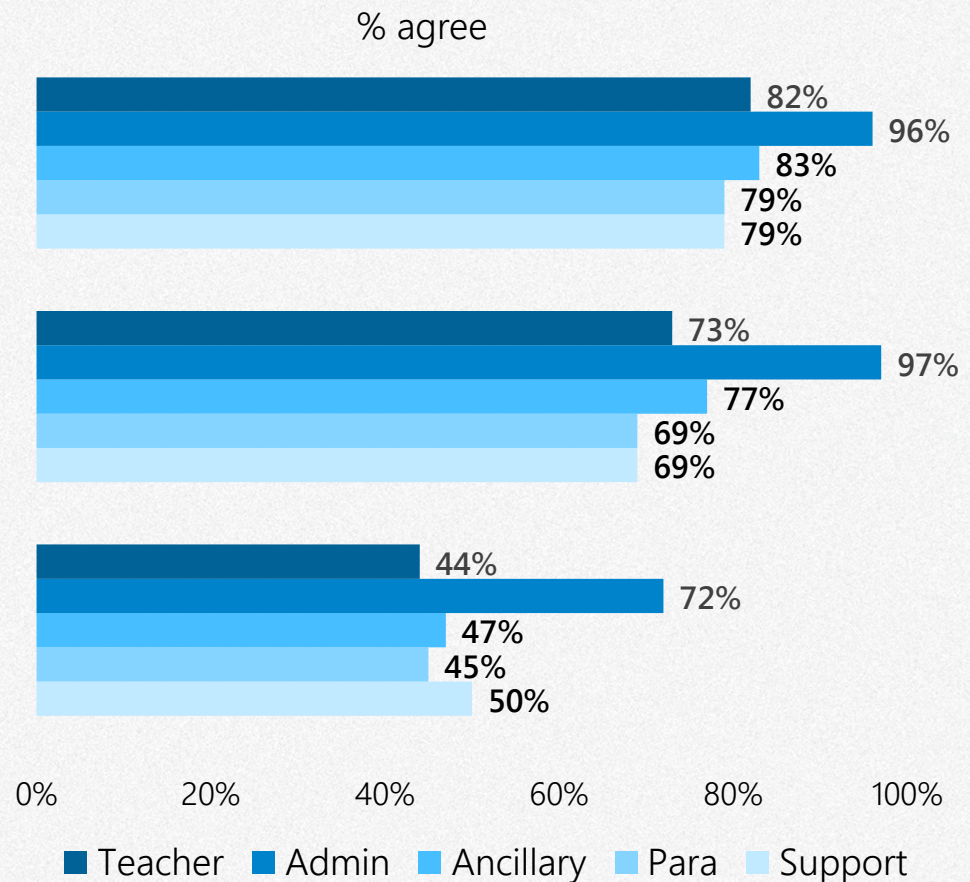


Administrators are also more positive about opportunities for leadership and input.

Teachers and staff have the opportunity to take on leadership roles.

Teachers and staff have the opportunity to provide input and be involved with the decision-making process at the school level

Teachers and staff have the opportunity to provide input and be involved with the decision-making process at the district level



SCHOOL QUALITY AND SCHOOL CONDITIONS

Overview: School conditions

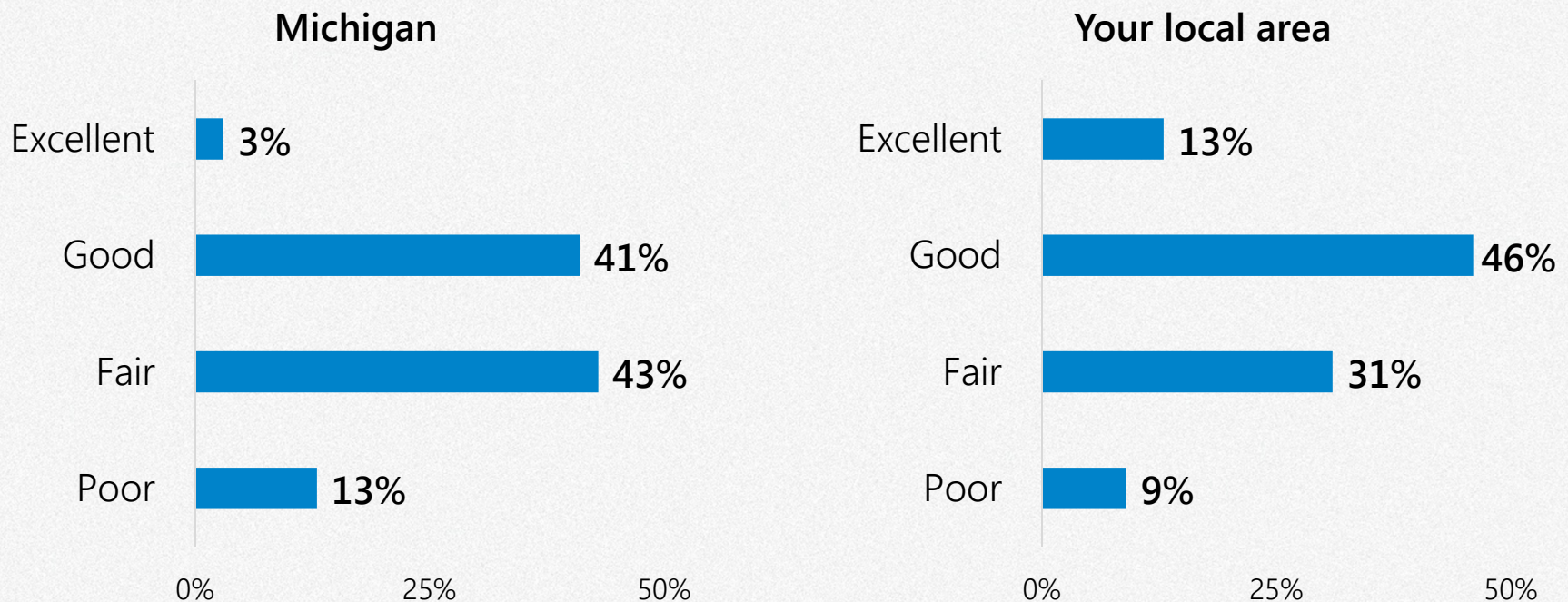
Overall, educators' report of school quality and conditions are somewhat mixed.

- Educators lean toward negative views of the quality of public schools in the state as a whole but are more positive, generally on the quality of schools in their area.
- Mean class size overall is 26 – higher in higher grade levels.
- A majority (58%) report parents are at least somewhat involved.
- Half (50%) say their building is in excellent or good condition.

There are substantial distinctions by location and urbanicity. Big city educators, especially those in high-poverty and low-spending districts, are more likely to say local schools are fair to poor, more likely to report large class sizes, less likely to say parents are involved, and more likely to say buildings are in bad condition. Educators in Wayne, Macomb, and Genesee Counties also rate schools more negatively, report larger class sizes, and are less likely to say buildings are in good condition.

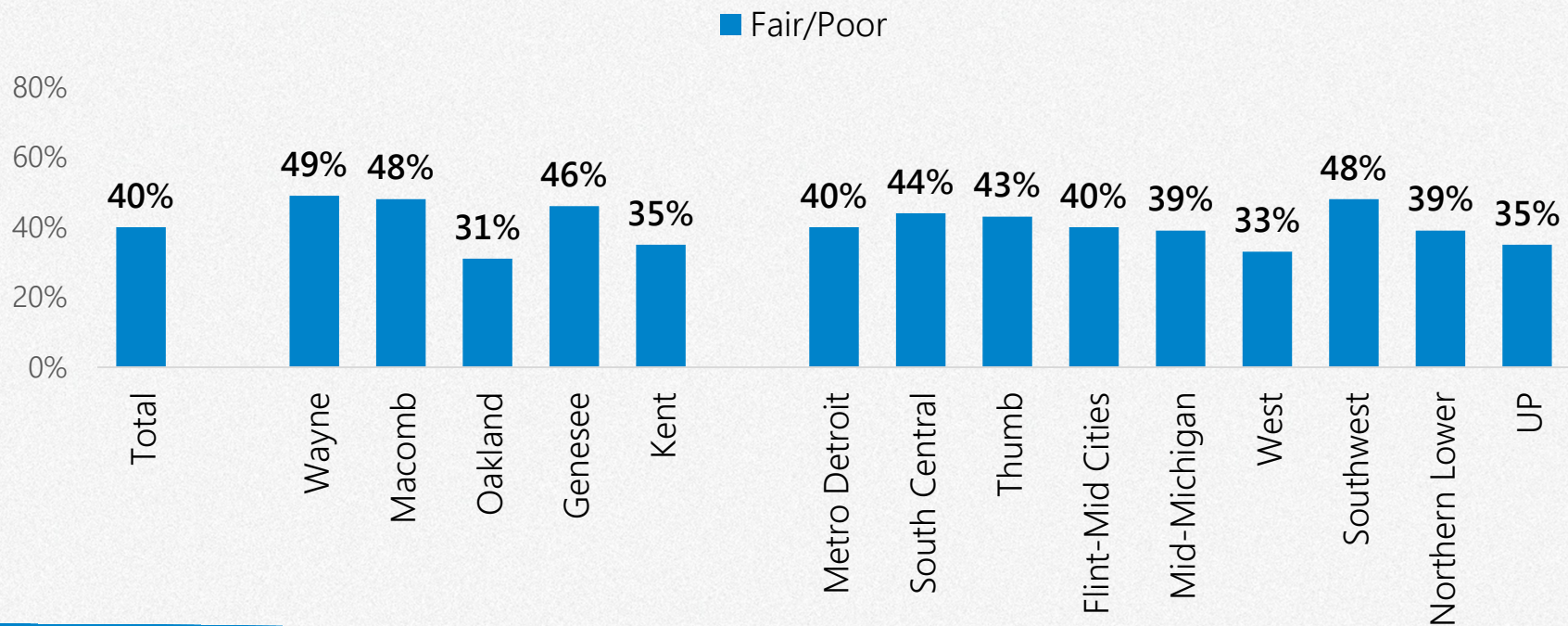
Educators lean toward negative views of the state of education in Michigan generally, but are more positive about schools in their own areas.

How well do you think public schools in [] are doing?



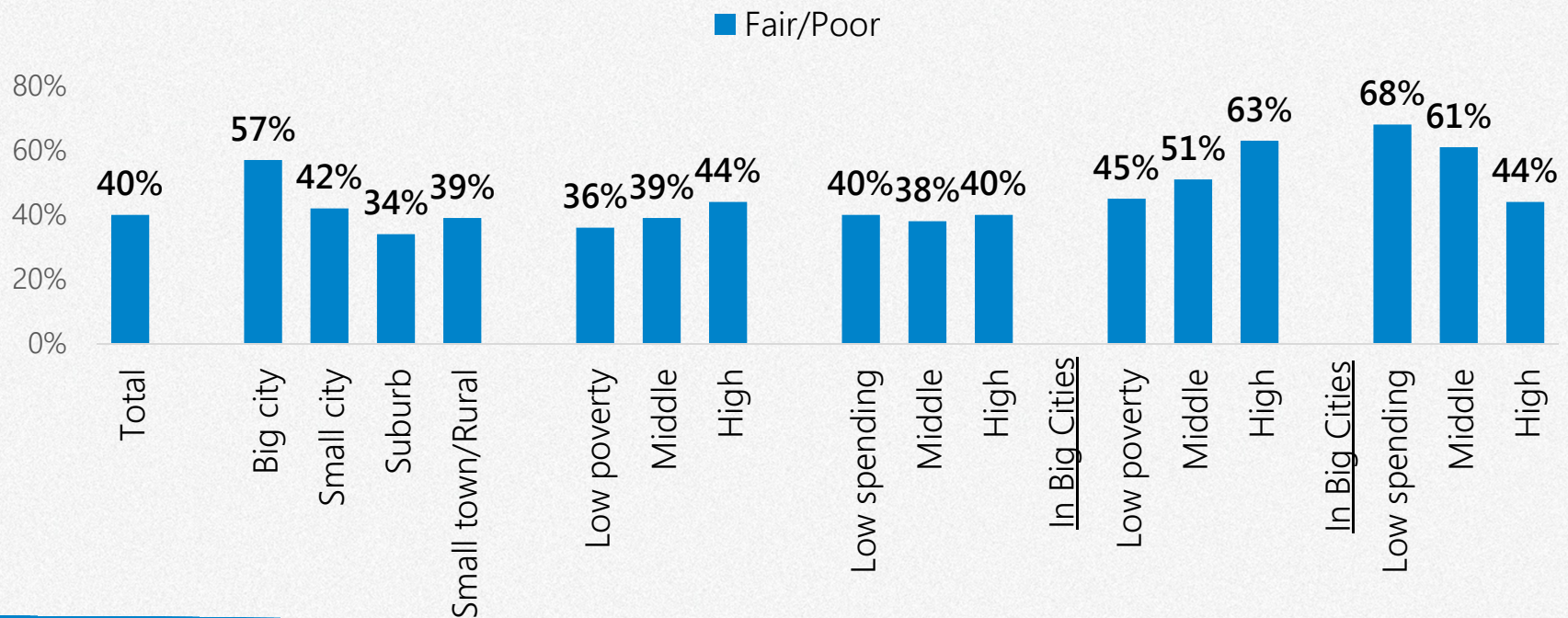
Negative evaluations of local schools are more prevalent in Wayne, Macomb, and Genesee counties and in the Southwest region of the state.

And how well do you think the public schools in your local area are doing?

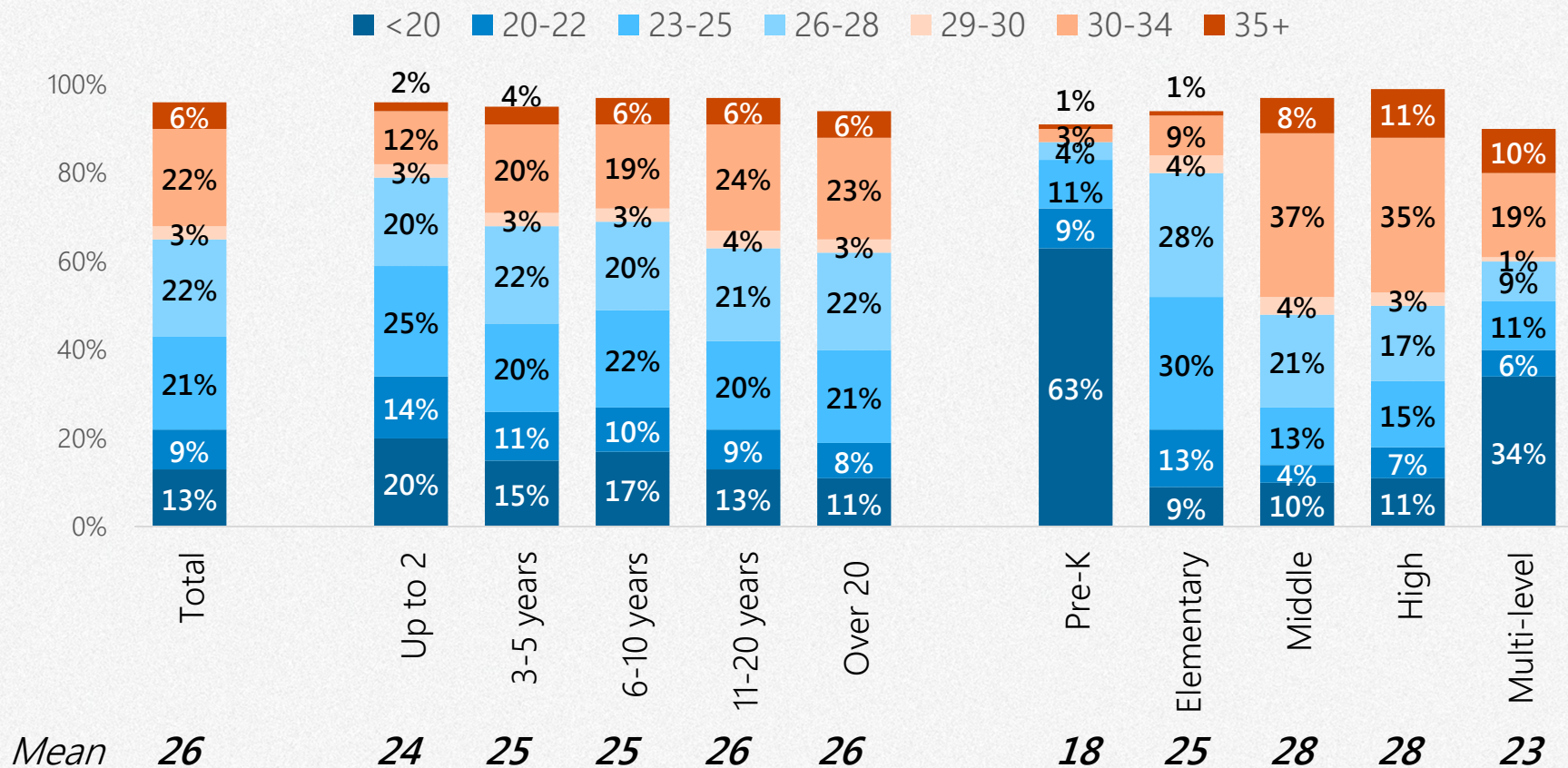


Educators in large cities give the lowest ratings for local schools – especially those in higher poverty and lower spending districts.

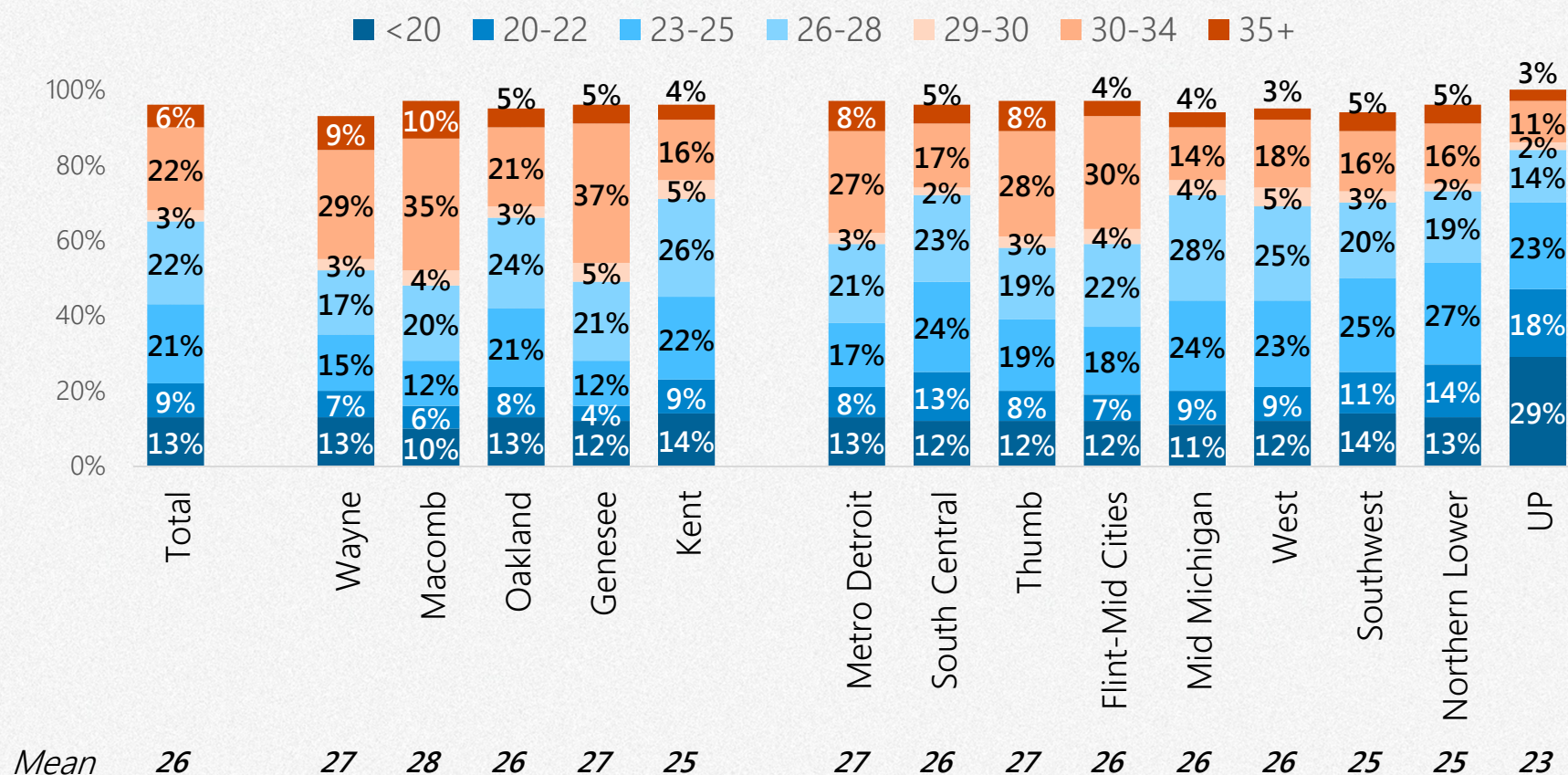
And how well do you think the public schools in your local area are doing?



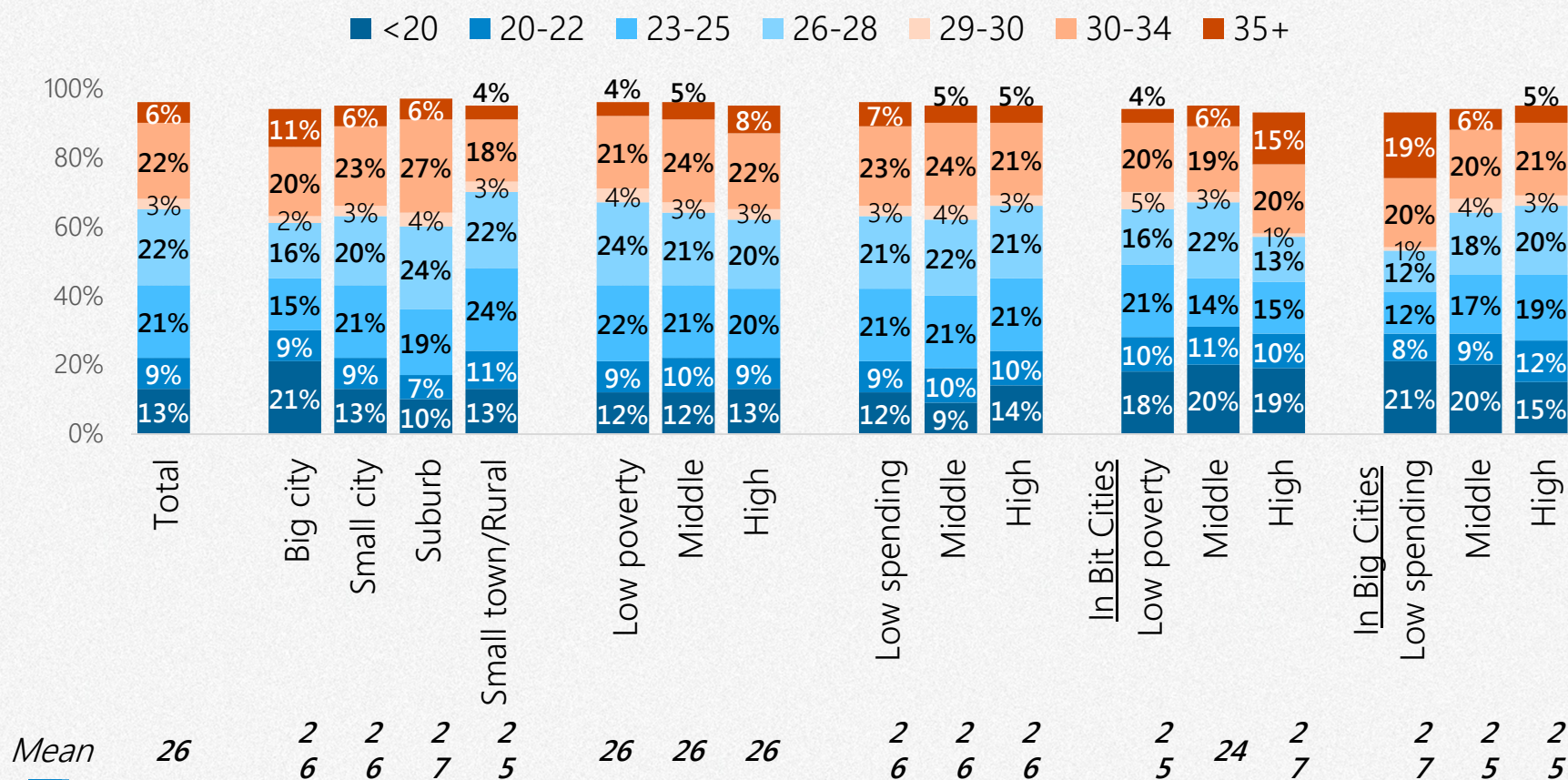
Overall, mean class size is 26. Higher grade levels, more experienced educators have larger classes.



Larger class sizes are more common in Wayne, Macomb, Genesee Counties, Flint-Mid Cities, and the Thumb.



In big cities, more teachers report very large classes, especially in high poverty and low-spending districts.



Mean

26

2

2

2

2

26

26

26

2

2

2

2

24

2

2

2

2

2

2

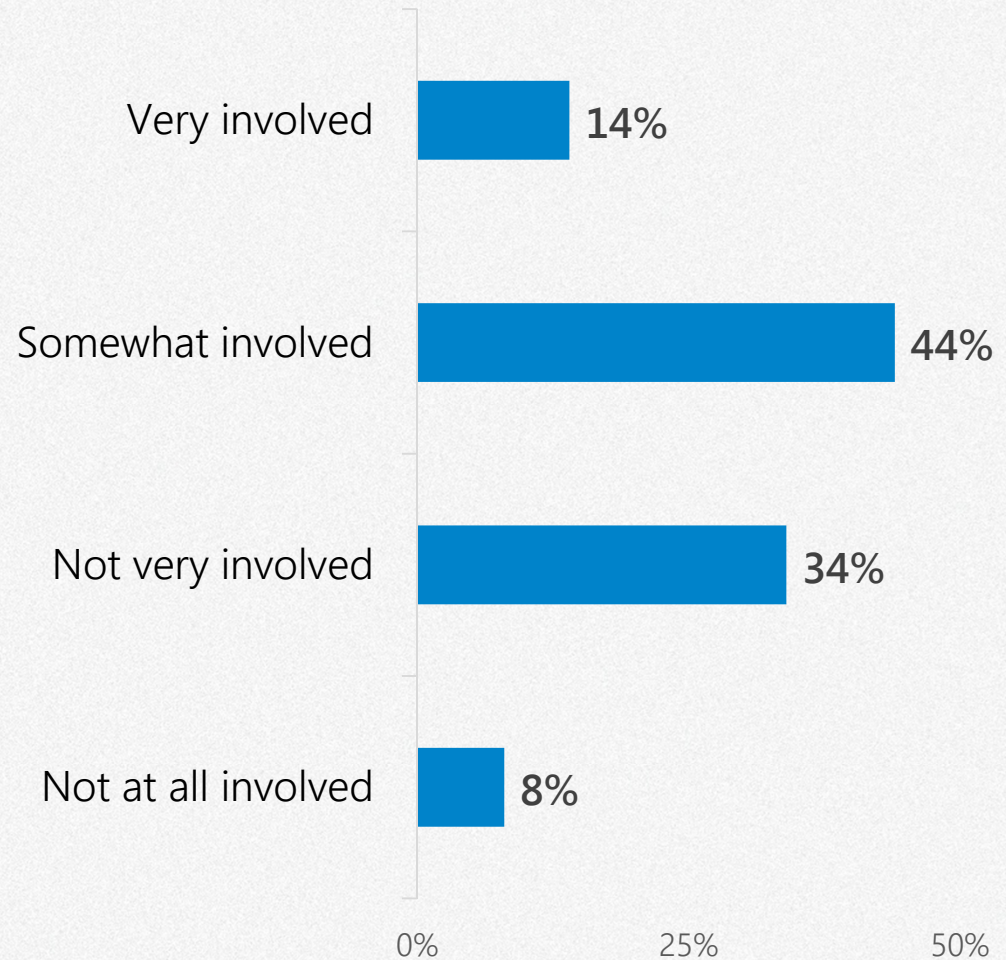


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On average, how many students do you have in a class this year? AMONG TEACHERS ONLY, N=13,405 ³²

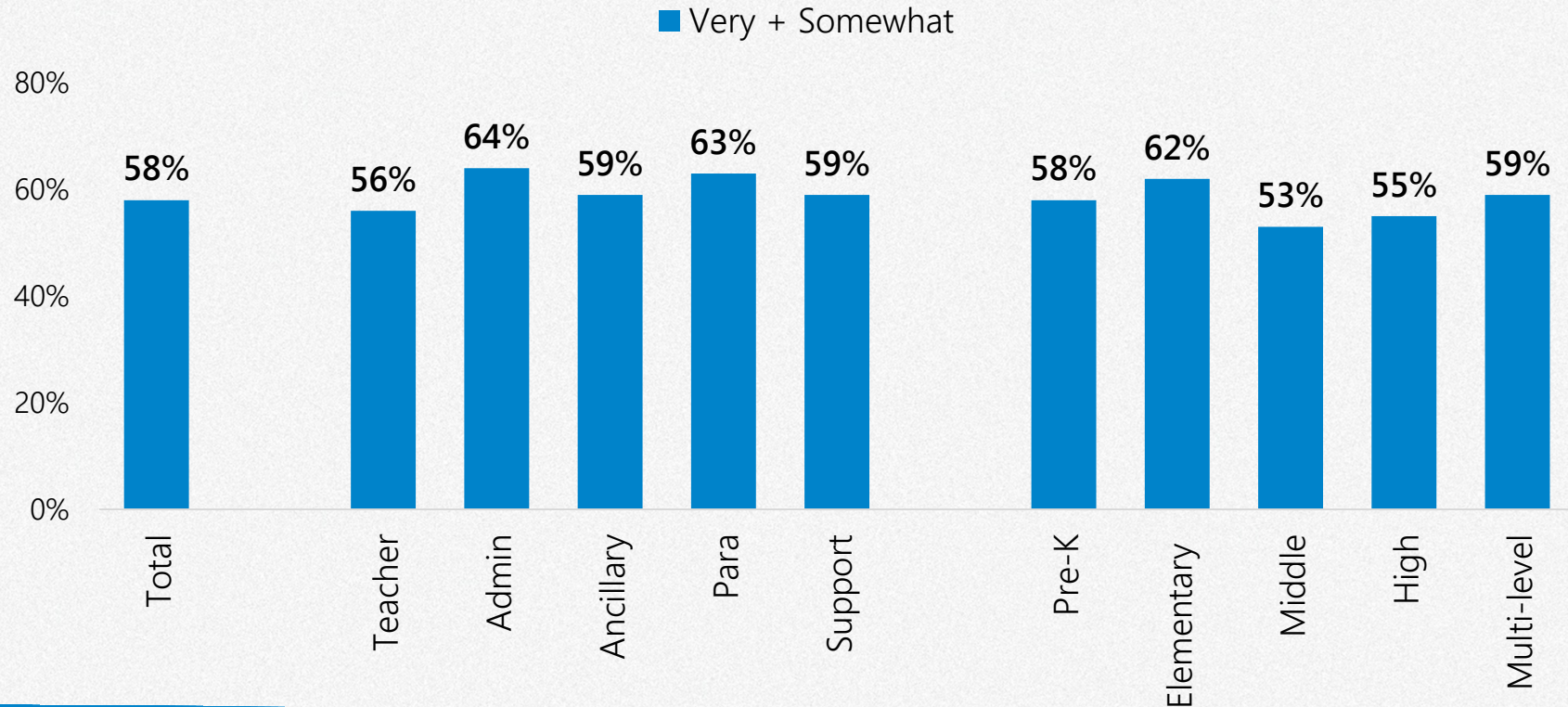
A majority of educators say parents are at least somewhat involved at their school.

How involved would you say parents are at your school?



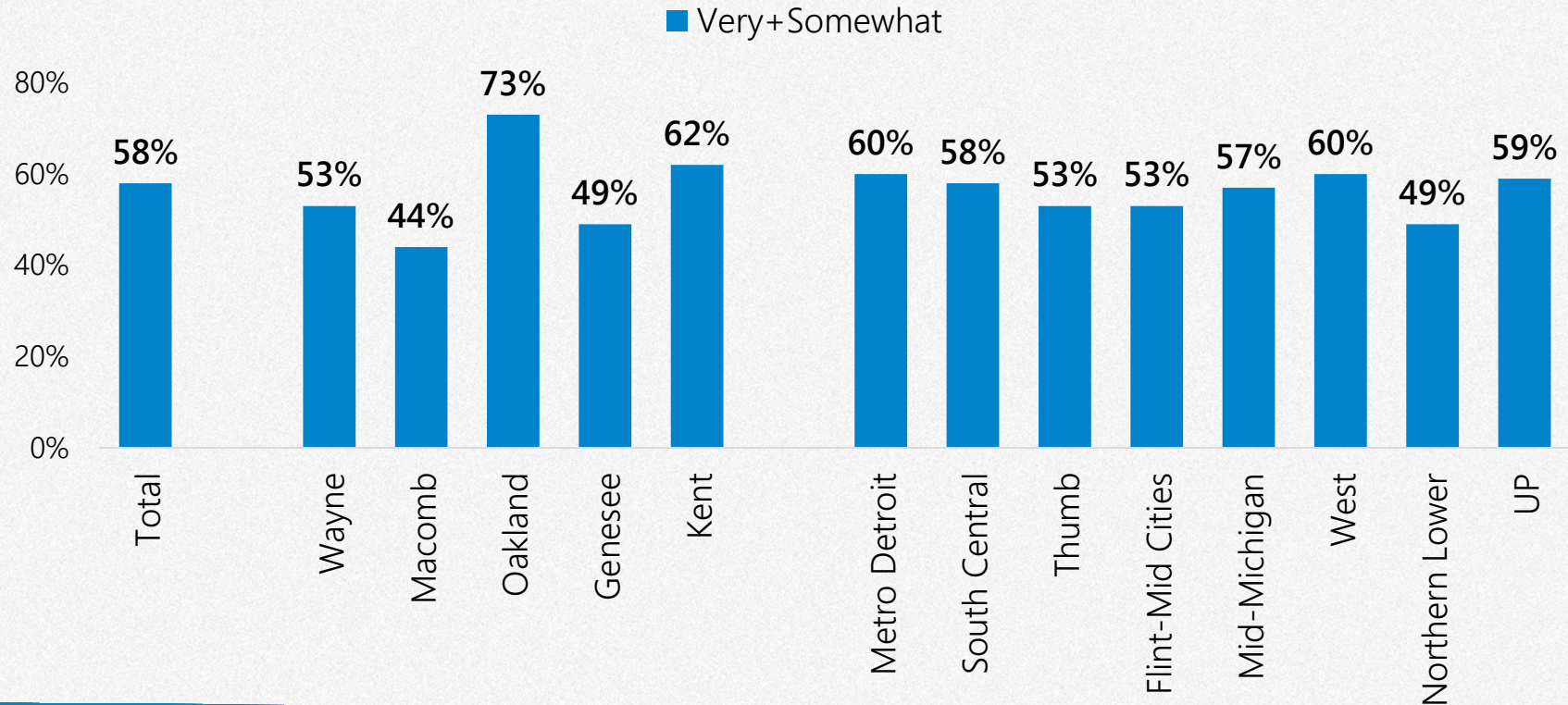
Elementary school educators, administrators, report somewhat higher involvement.

How involved would you say parents are at your school?



Macomb County educators least likely to say parents are involved; Oakland County most likely.

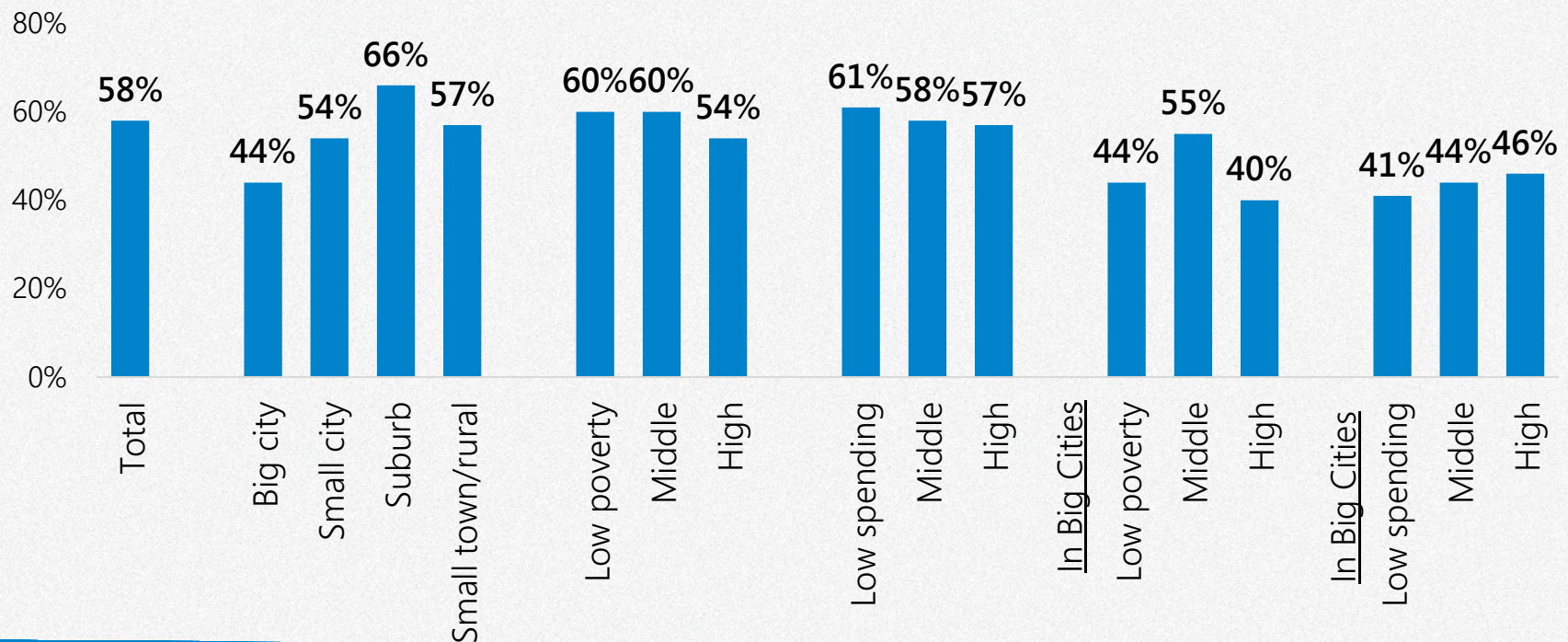
How involved would you say parents are at your school?



Suburban educators report most parental involvement; urban educators the least.

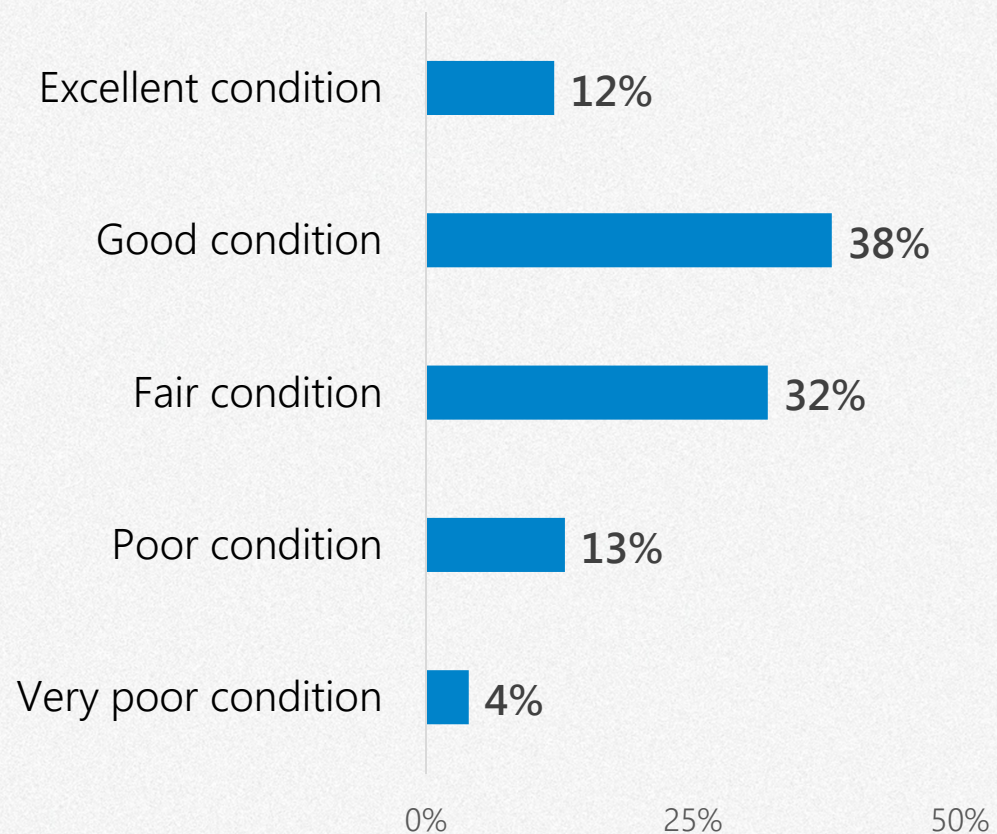
How involved would you say parents are at your school?

■ Very+Somewhat



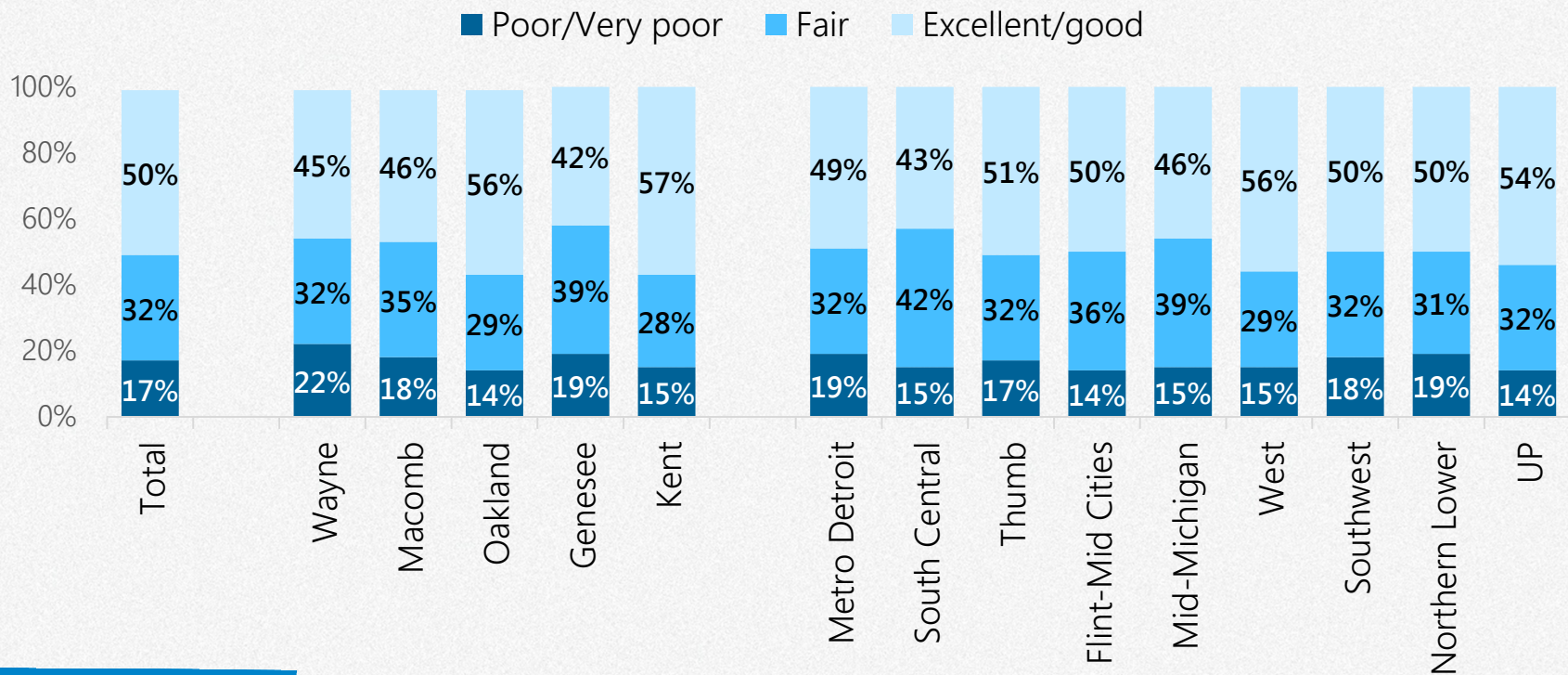
Half of educators say their buildings are in good condition or better. One third rate their buildings “fair.”

Thinking about the physical condition of your school building, how would you rate its condition?



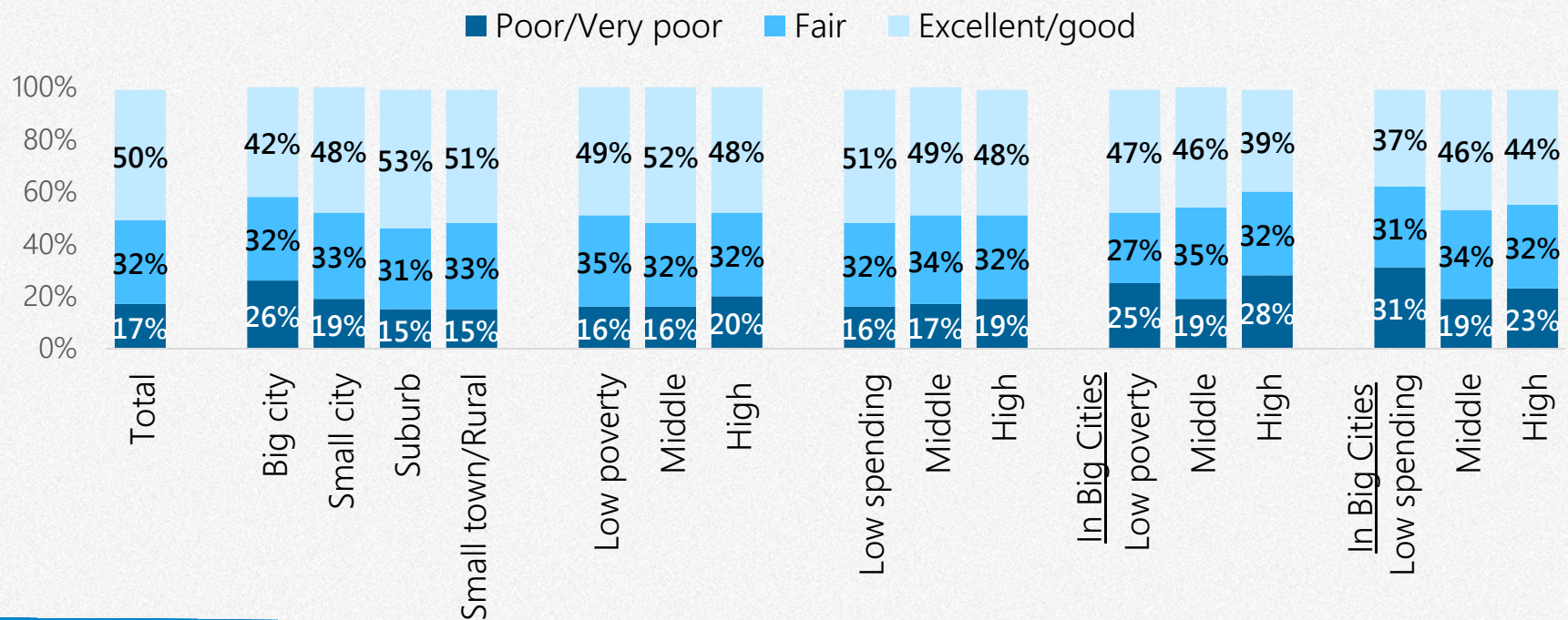
School buildings are rated more positively in Oakland and Kent Counties and West Michigan.

Thinking about the physical condition of your school building, how would you rate its condition?



Poor ratings of the physical condition of school buildings are highest in big cities, especially areas of high poverty and low per-pupil spending.

Thinking about the physical condition of your school building, how would you rate its condition?



EDUCATOR RETENTION

Overview: Educator retention

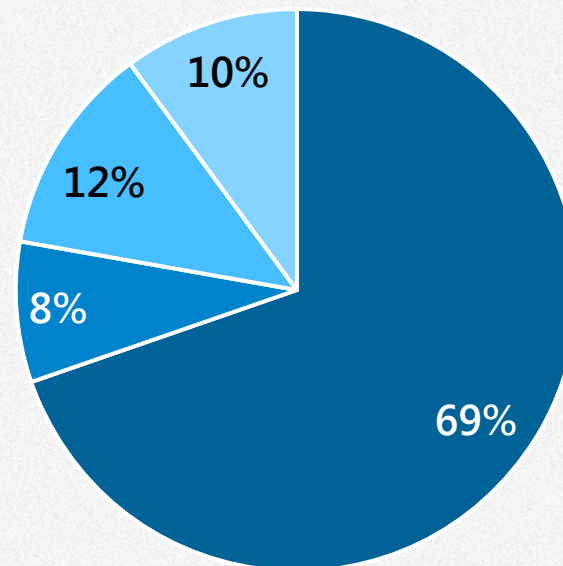
- Though most plan to stay in the field, many have concerns that prevent them from recommending it to others.
 - One in ten (12%) of educators say they will leave for another career in the next two to three years while another one in ten will retire.
 - Only a quarter (25%) would recommend education as a career for others.
- Our data point to a number of factors as creating dissatisfaction among educators and driving the one in ten who are thinking about leaving the field in the near term.
 - Large majorities of educators say lack of support from politicians, lack of respect for the profession, heavy workloads, and better pay in other professions have an impact on their career satisfaction – these attitudes also predict a desire to leave the field.
 - Statistical analysis shows that other factors teachers away from the profession include large class sizes, feeling constrained in the classroom rather than empowered, and negative views on professional development and evaluation.

Most educators plan to stay where they are over the next two to three years, but over one in ten plans to leave the field.

Another one in ten will retire. Almost as many will stay in education but want to move schools or districts.

Over the next two to three years, do you expect to

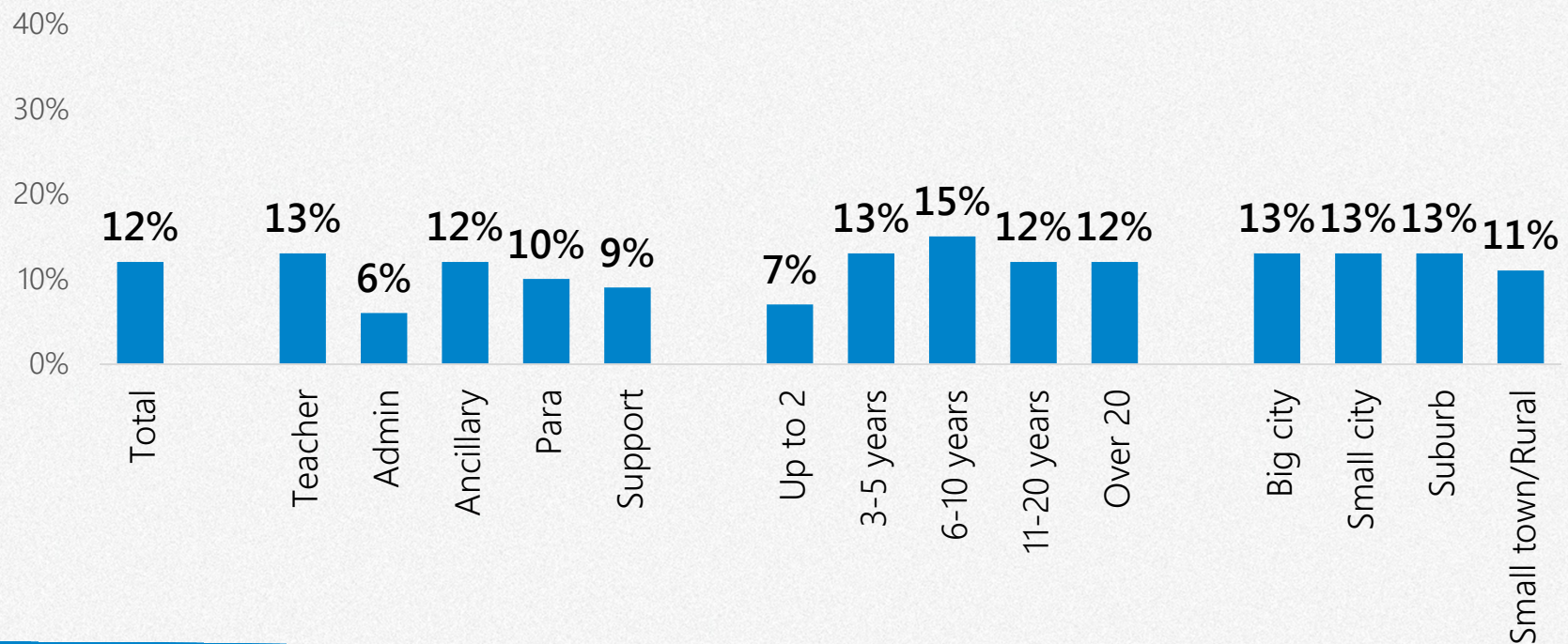
- Continue working in current school
- Work in a different school or district
- Leave education for a different career
- Retire



Teachers and ancillary staff are more likely to consider leaving the profession. Those in their first two years are less likely to leave, but from 3-10 years are more likely.

Over the next two to three years, do you expect to

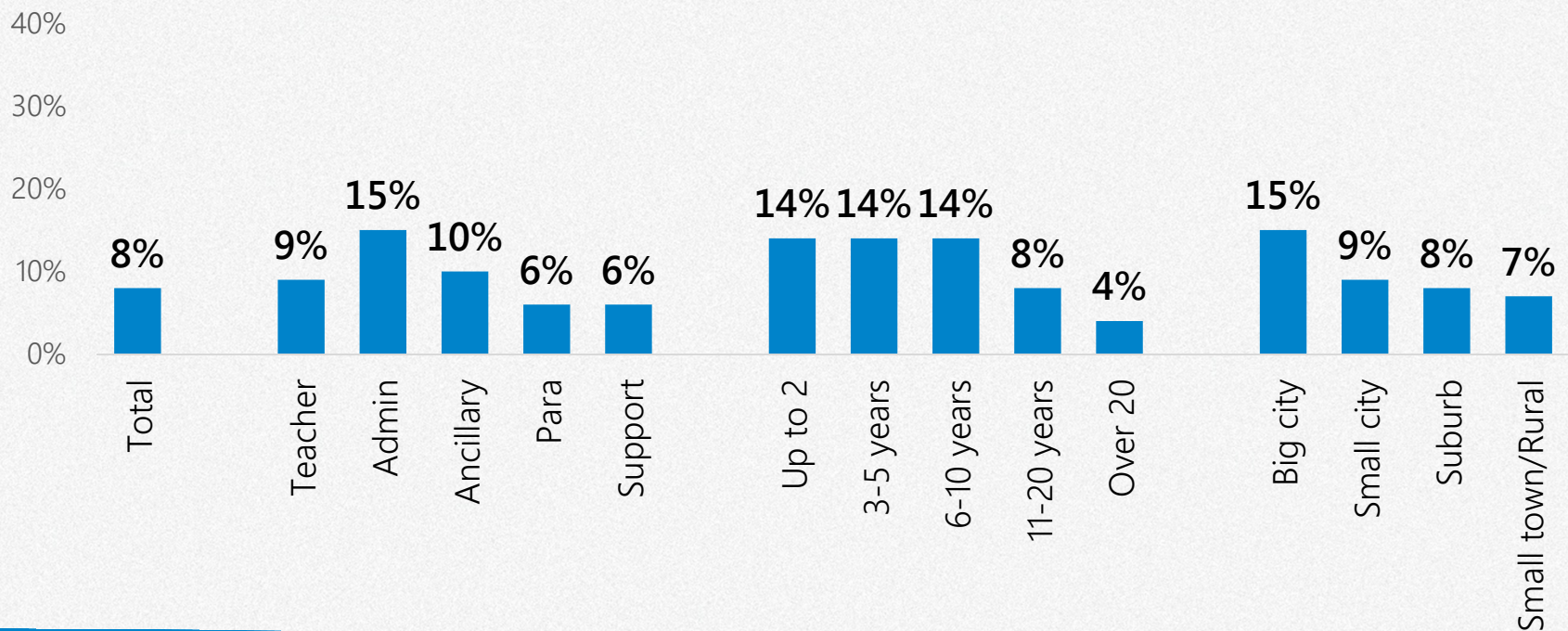
■ Leave education



Urban educators and administrators are more likely to plan to switch schools or districts. More experienced teachers are less likely to plan a change.

Over the next two to three years, do you expect to:

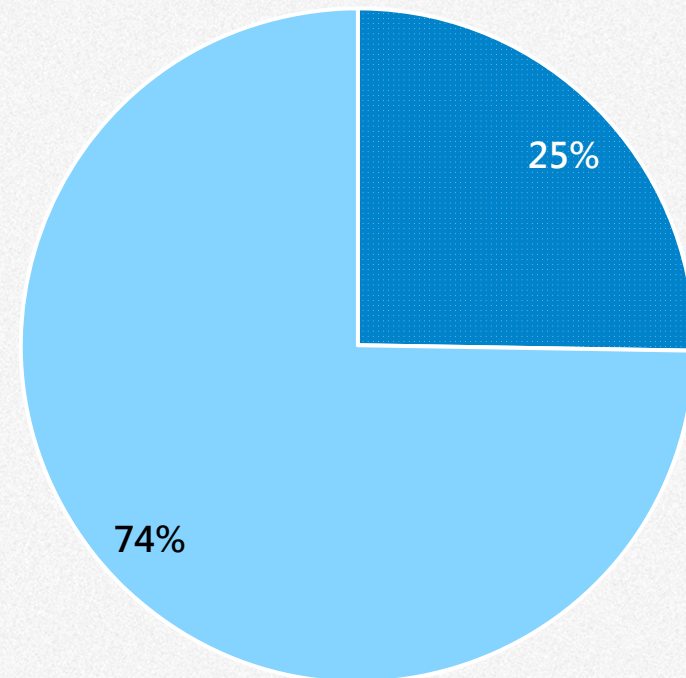
■ Work in a different school



**Only 25% would
recommend
education as a career.**

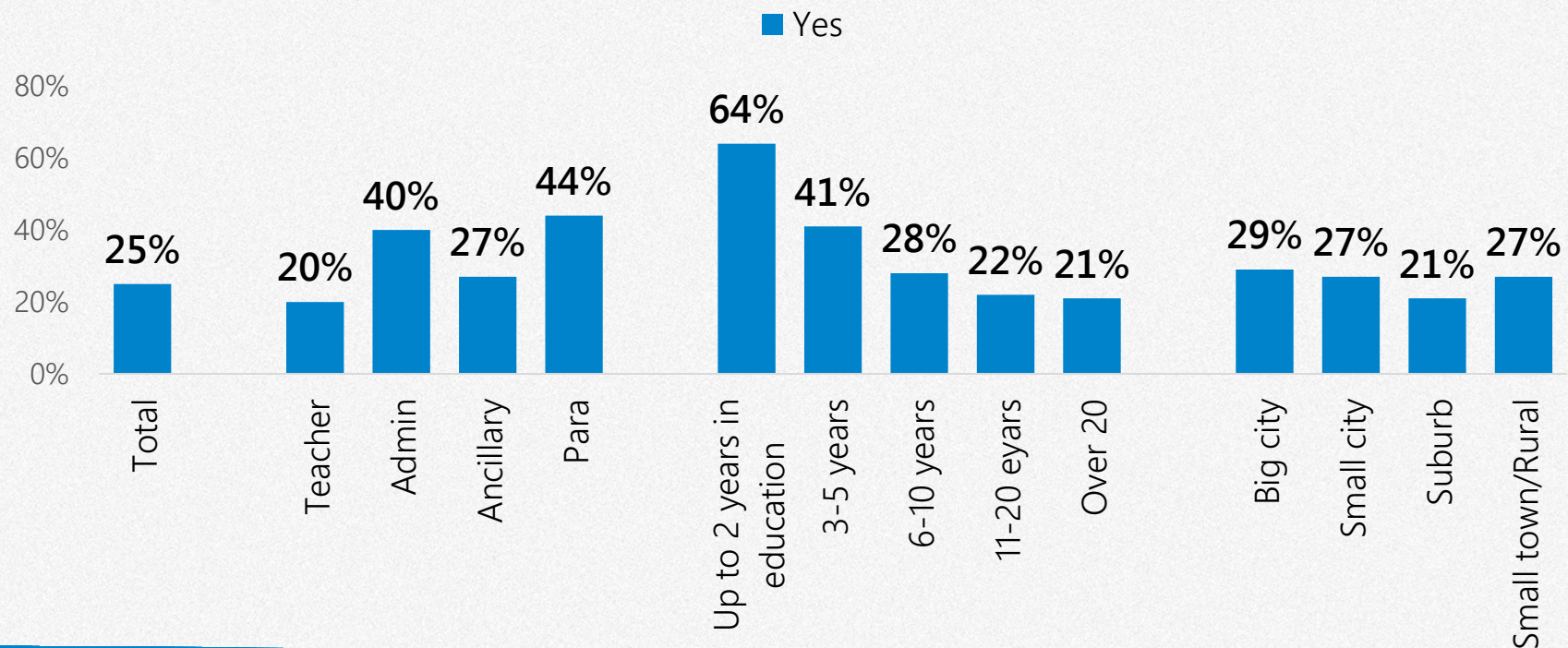
**Would you recommend
education as a career field for
young people you know?**

■ Yes ■ No

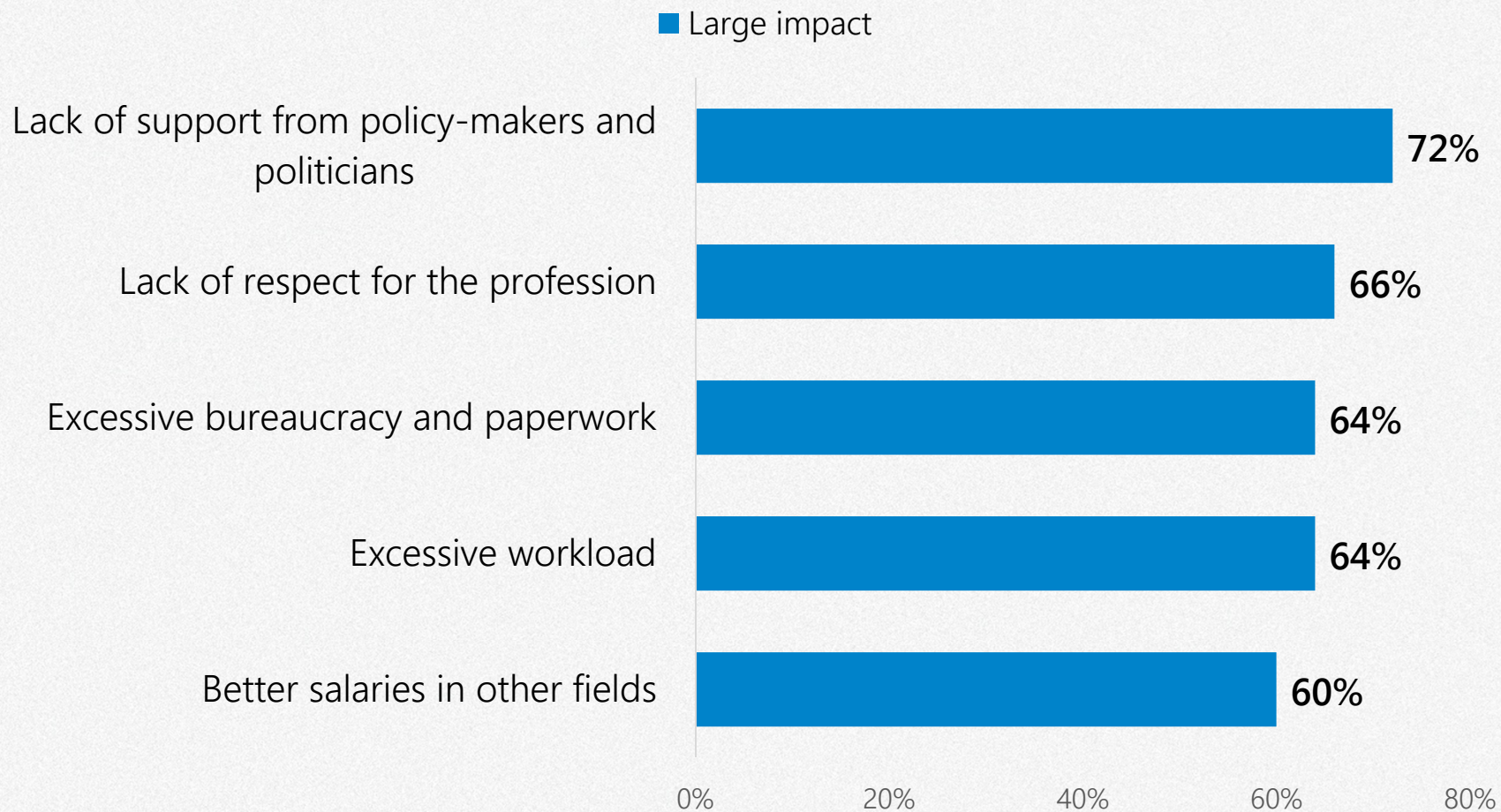


Teachers, ancillary staff, longer-term educators, and those in the suburbs are less likely to recommend the field.

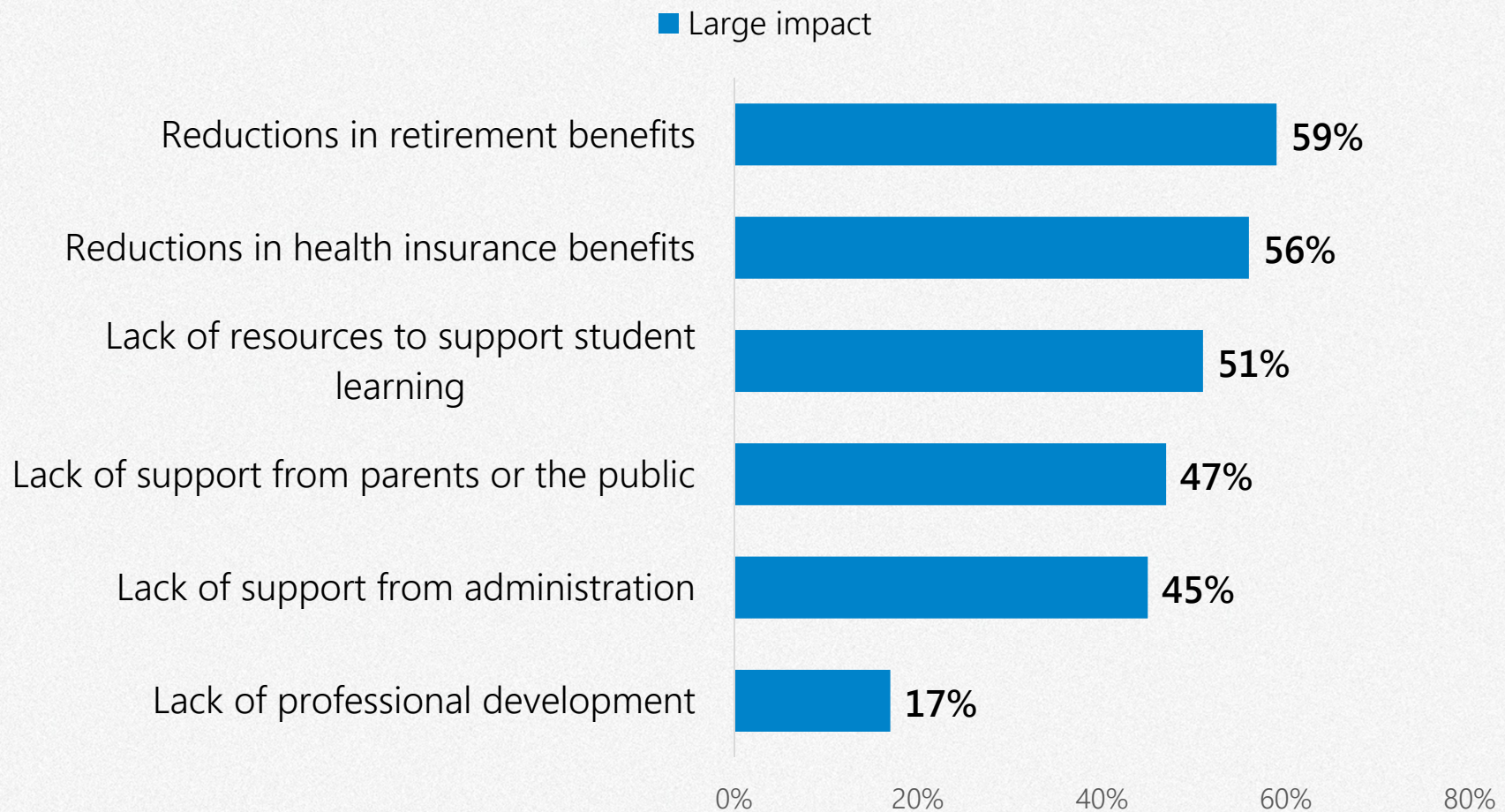
Would you recommend education as a career field for young people you know?



Lack of respect and support from policy-makers has a large impact on educators' career satisfaction.



Educators say other factors are somewhat less important to them.



Regression analysis points to class sizes and certain attitudes and experiences, including concern about pay, as driving educators away from the field.

We performed regression analysis to determine which factors are affecting teachers' desire to leave the field.

- Having higher class sizes predicts wanting to leave the profession when controlling for grade level, type of district (urban/rural, poverty level), length of time in the profession, and other demographic factors

In addition, the most significant attitudinal factors predicting planning to leave the profession include:

- Feeling less empowered to teach in ways that are best for their students;
- Feeling unappreciated for the job they are doing;
- Saying they do not receive tailored professional learning suggestions;
- Disagreeing that the evaluation system is fair; and
- Saying low pay, lack of professional development, lack of support from policy-makers, lack of support for the profession, and excessive workload have major impacts on them.

What about teaching as a career means you wouldn't recommend it?

"I'm tired of working so hard, spending thousands of dollars on continuing ed credits, and not being financially compensated. There's a true lack of respect for the field by some politicians who call us "loser socialists"...I am an independent party member who has voted for liberals and conservatives in my time, but what's happening in politics is sickening at how teachers are treated. For newer teachers they're getting less pay, crappy insurance, and lame retirement...and having to graduate (most anyways) with a great deal of student loan debt. It just seems like emotional and financial burnout are inevitable.

However, I love kids, I love making a difference, and I love my subject matter."

Is there any other reason you are thinking about leaving education? (Please specify)

"I can't emphasize enough the reason I will probably leave the field of education (the only thing I ever wanted to do) is more paperwork, less pay, less support. I've never before dreaded each day!"

"We are no longer able to teach and focus on the learning of our students with all the bureaucratic red tape going on. Can the politicians and other MDE decision makers come up with any more hoops for teachers to jump through for even less pay, higher class size, higher poverty and lower per pupil funding? All we do is work more and more and more...creating more stress."

Is there any other reason you are thinking about leaving education? (Please specify)

"Teaching is a calling and a noble profession. The constant criticism from media and politicians is difficult. Not appreciated, valued, or respected."

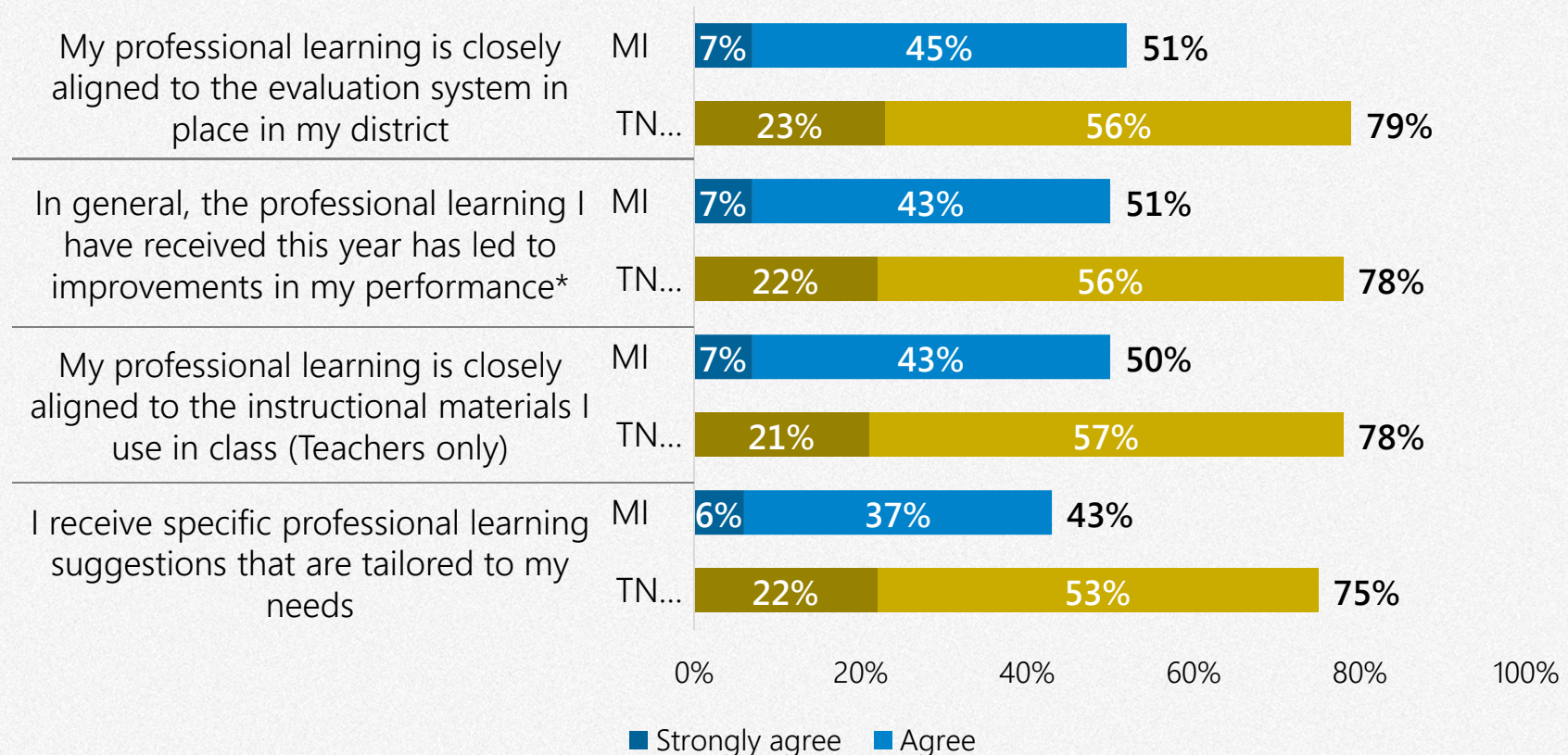
"The politicians are having a negative impact on the world of teaching. They are cutting funds and making standardized testing the focus. I am tired of being tired."

PROFESSIONAL DEVELOPMENT AND TEACHER PREP

Overview: Professional development and teacher training

- Educators' ratings of their professional learning are mixed to negative – far worse than in Tennessee.
 - Half say their professional learning this year has improved their performance (51%) compared to 78% on a similar question in Tennessee.
 - Just 43% say they receive professional learning suggestions tailored to their needs (75% in TN).
- There is no area of professional development where a majority are satisfied. Educators are most satisfied with professional development on general instructional strategies (though only 49% are satisfied). They are least satisfied with learning in working with students' behavioral issues and social-emotional needs/mental health.
- A similar pattern emerges when new teachers (five years or less) are asked about their teacher preparation programs. This group feels reasonably well-prepared regarding general instructional strategies but less prepared to handle behavioral issues and social-emotional development.

Half or fewer of Michigan educators rate professional learning positively – in strong contrast to Tennessee.

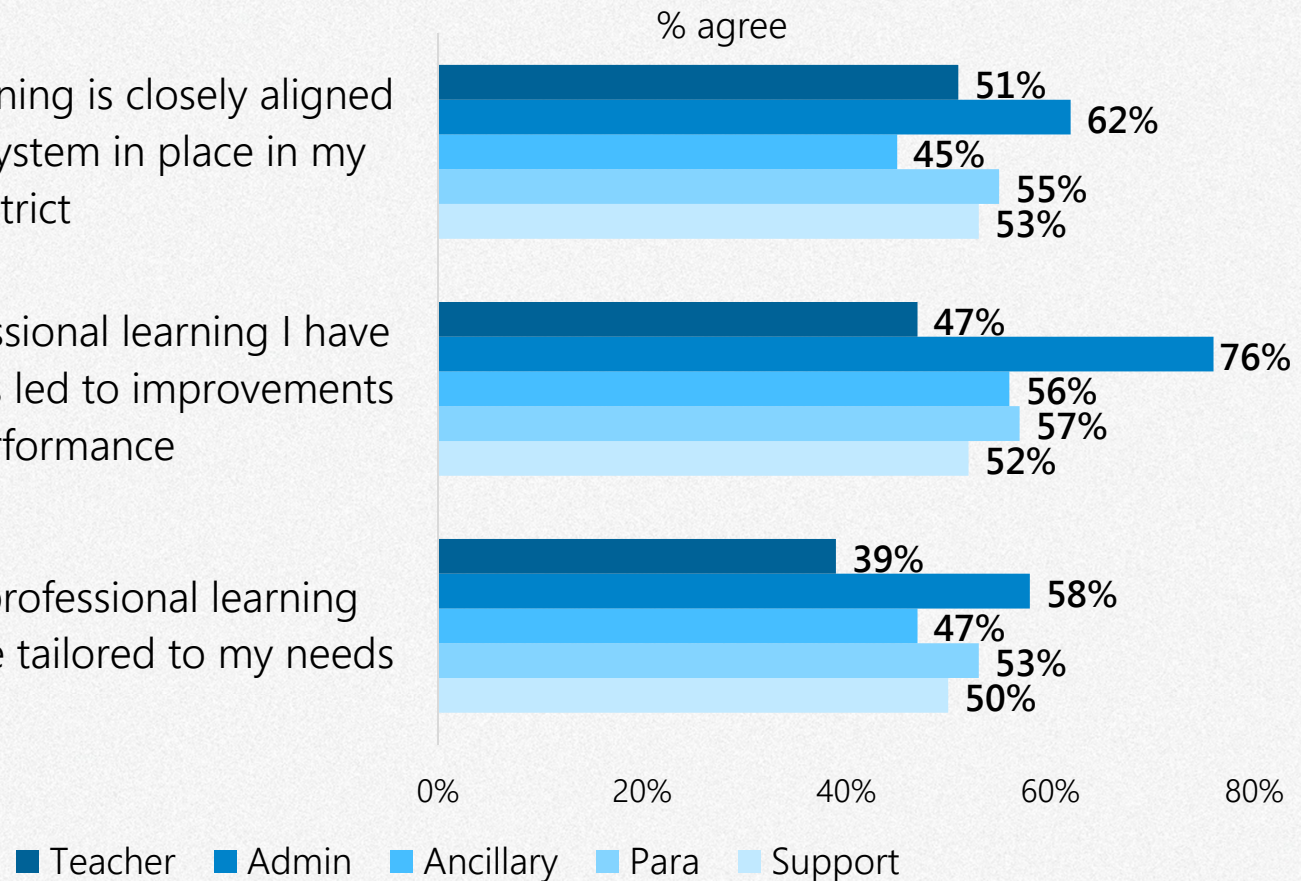


Administrators are more satisfied with professional learning while teachers and ancillary staff are less so.

My professional learning is closely aligned to the evaluation system in place in my district

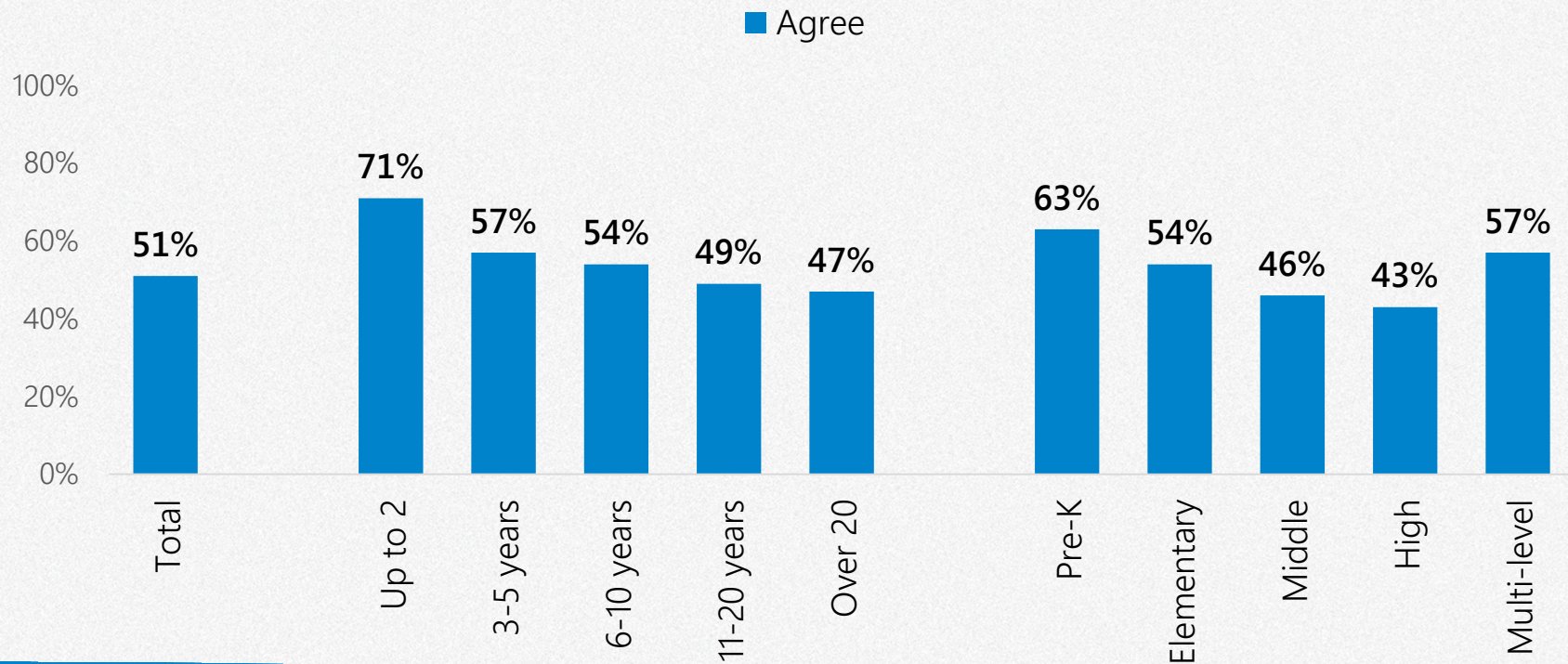
In general, the professional learning I have received this year has led to improvements in my performance

I receive specific professional learning suggestions that are tailored to my needs



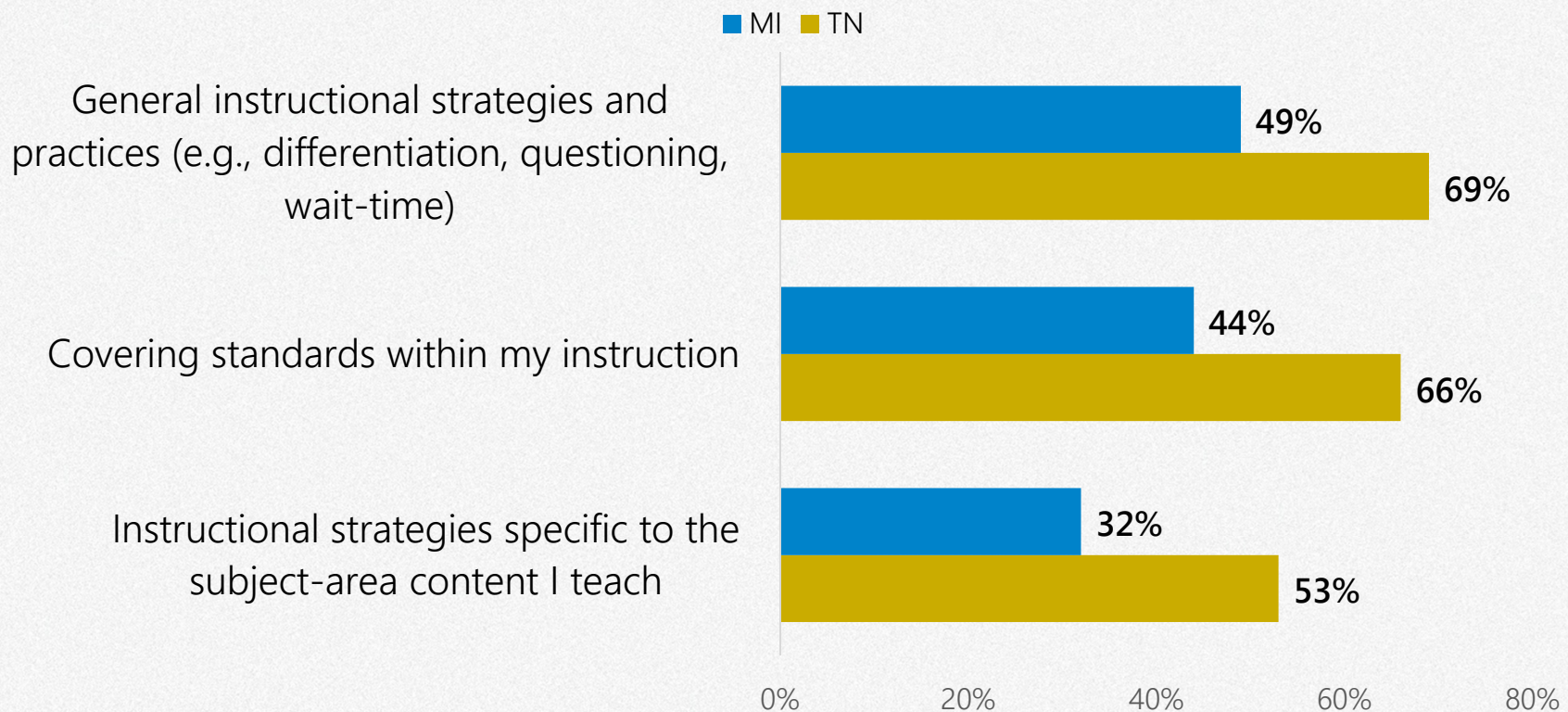
Professional learning is viewed as more effective by newer educators, and those in working in Pre-K and multi-level schools.

In general, the professional learning I have received this year has led to improvements in my performance



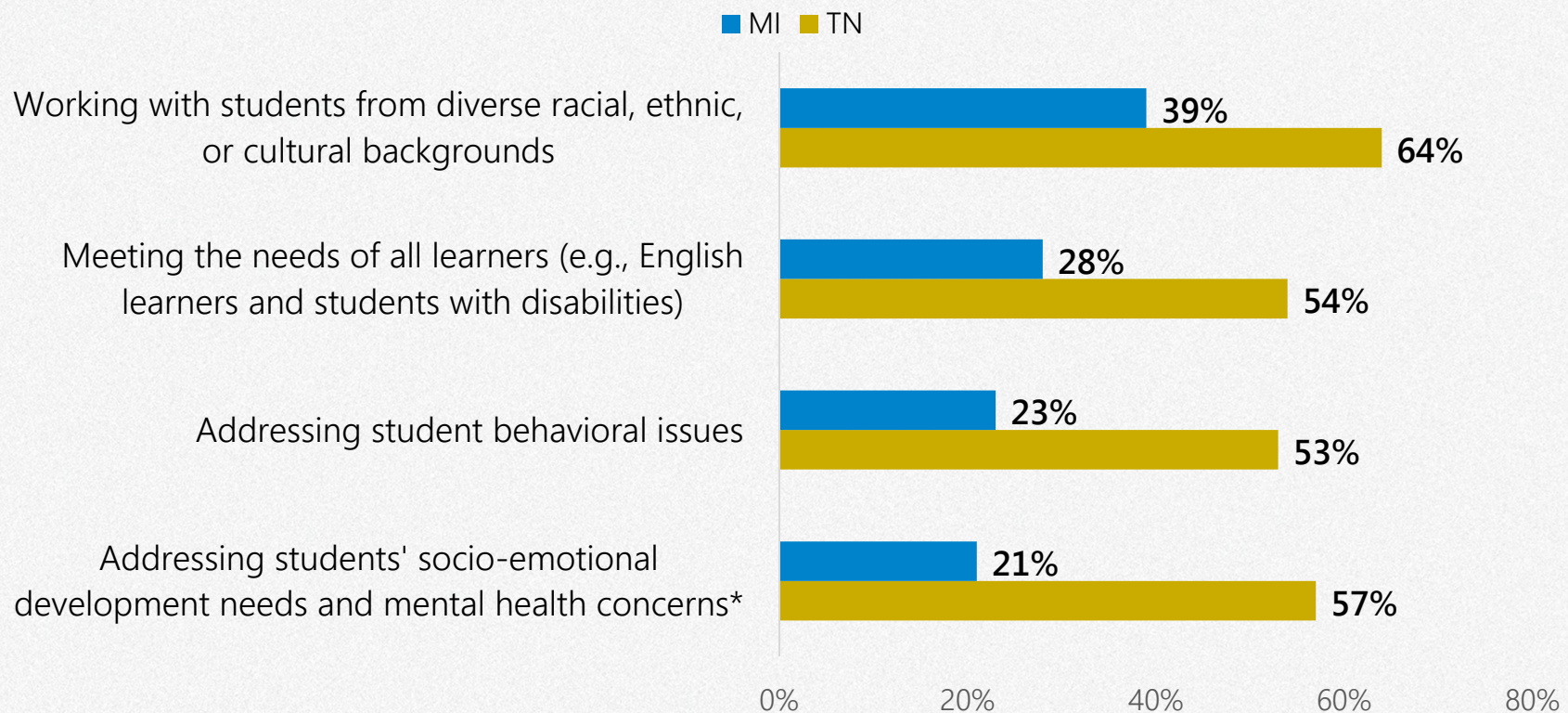
MI teachers are mixed to negative regarding professional development for instructional strategies (much lower than TN).

Satisfied with Quality and Quantity of Professional Development



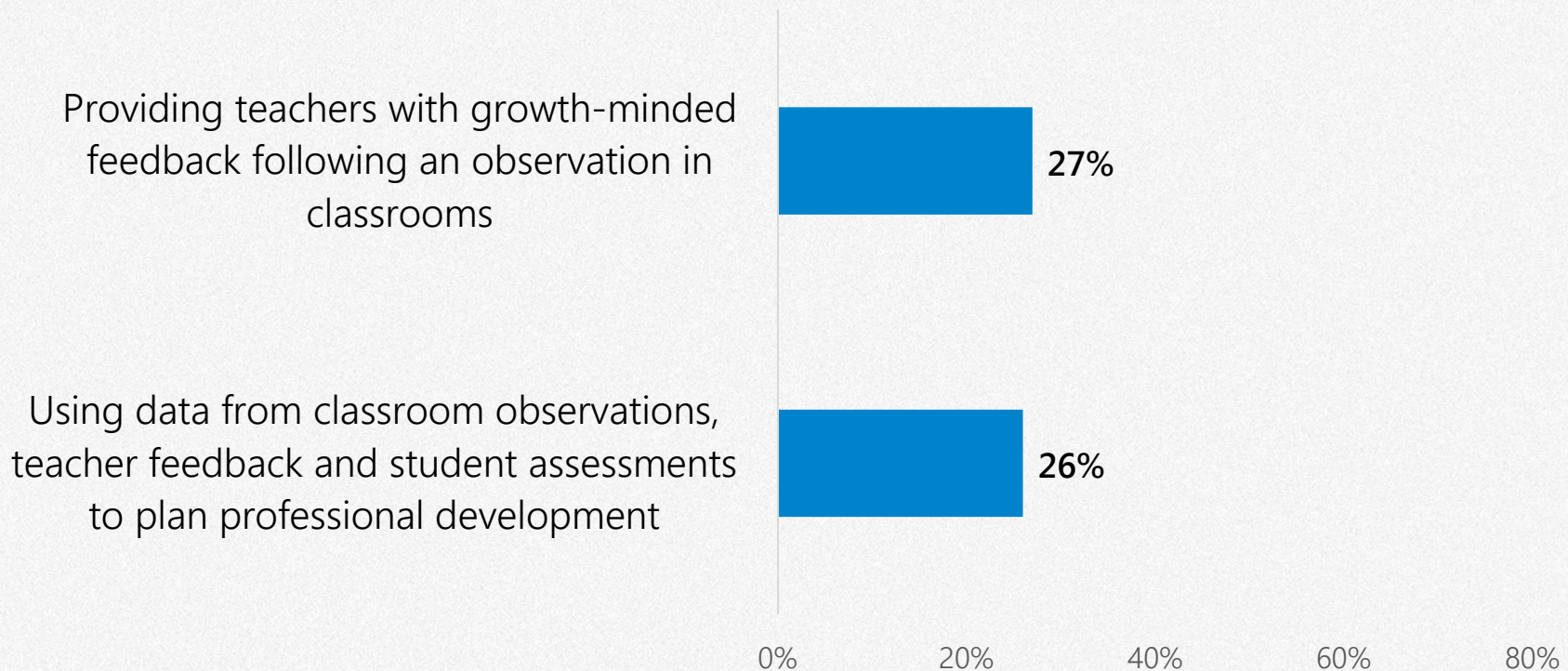
Even fewer are satisfied with PD for meeting the needs of all learners, behavioral, and social-emotional issues.

Satisfied with Quality and Quantity of Professional Development



Administrators are not highly satisfied with professional development specific to their role.

Satisfied with Quality and Quantity of Professional Development



In general, evaluations of professional development are similar across groups of educators, though some variation emerges.

Length of time in education

In general views are similar regardless of tenure in education, though newer educators are less satisfied with PD on general instructional strategies.

Grade-level differences

Elementary educators tend to be less satisfied than others with PD addressing behavioral issues and social-emotional health. Multi-level instructors are less satisfied with covering standards. High school and multi-level instructors are less satisfied with content-area specific PD.

Type of location and district characteristics do not have much relationship to views on professional development.

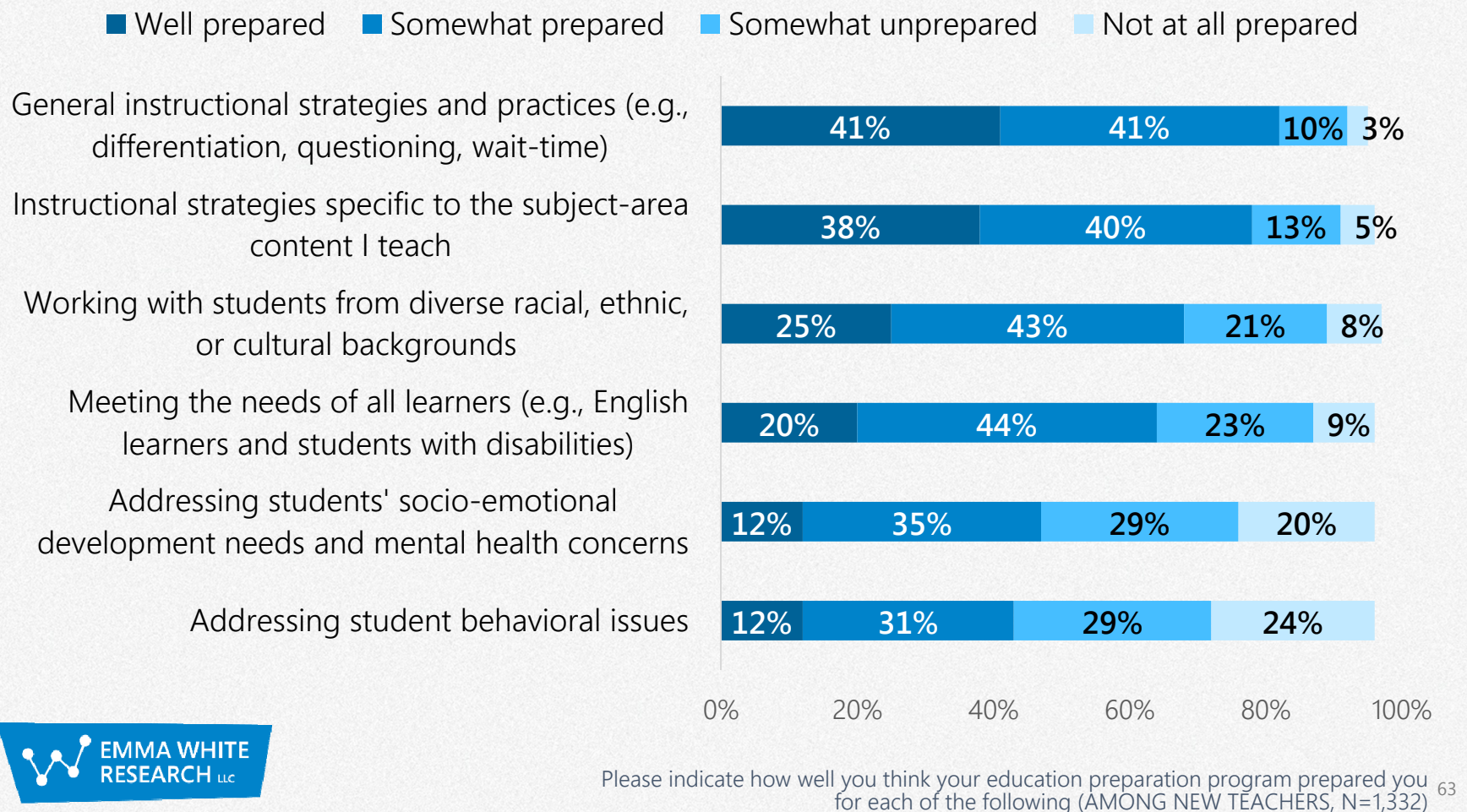
Urban-rural differences

Although in general the picture is similar in different types of districts, big city educators are less satisfied than others with PD on general instructional strategies and covering standards. Rural educators are more satisfied with learning regarding meeting the needs of all learners and working with students from diverse backgrounds.

Poverty and spending

We do not see big variation in satisfaction based on poverty level and per pupil spending.

New teachers believe their ed prep program prepared them well for general instruction, but not students' socio-emotional and behavioral issues.



What changes do you think would improve student learning in Michigan schools?

"Additional support and professional development for teachers to learn how to best support their students with various disabilities."

"New curriculum should be introduced with a significant amount professional development for teachers so that curriculum is delivered effectively."

"Professional development and funds dedicated to the MENTAL WELLNESS of all students."

Some open-ended responses note the lack of compensation for required professional development.

What about teaching as a career means you wouldn't recommend it?

"I also would not recommend teaching because I feel that they do not provide us with the appropriate training to keep our skills and practice up to speed with the changing population. In order to stay current on your practice you, as an educator need to pay and find your own professional development."

"At least provide funding for Professional Development days. What do you think is going to be developed for free?"

EVALUATION

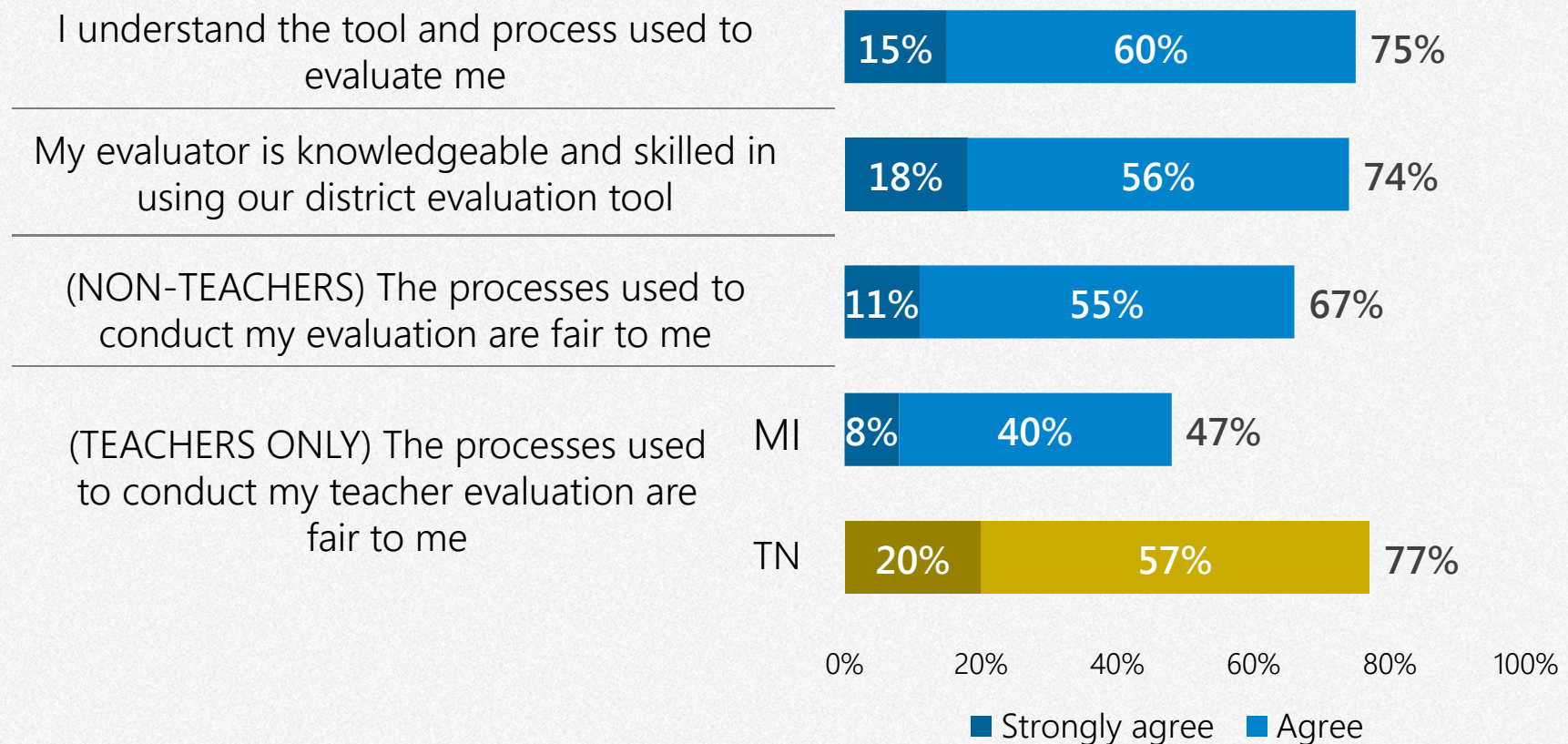
Overview: Evaluation

- Teachers are divided on the fairness of the teacher evaluation system, and few see it as improving their teaching or student outcomes. Again, Michigan compares poorly to Tennessee on these questions.
 - Less than half (47%) say the teacher evaluation process is fair to them, compared to 77% in Tennessee.
 - Only 35% say the process has improved their teaching, compared to 72% in Tennessee.

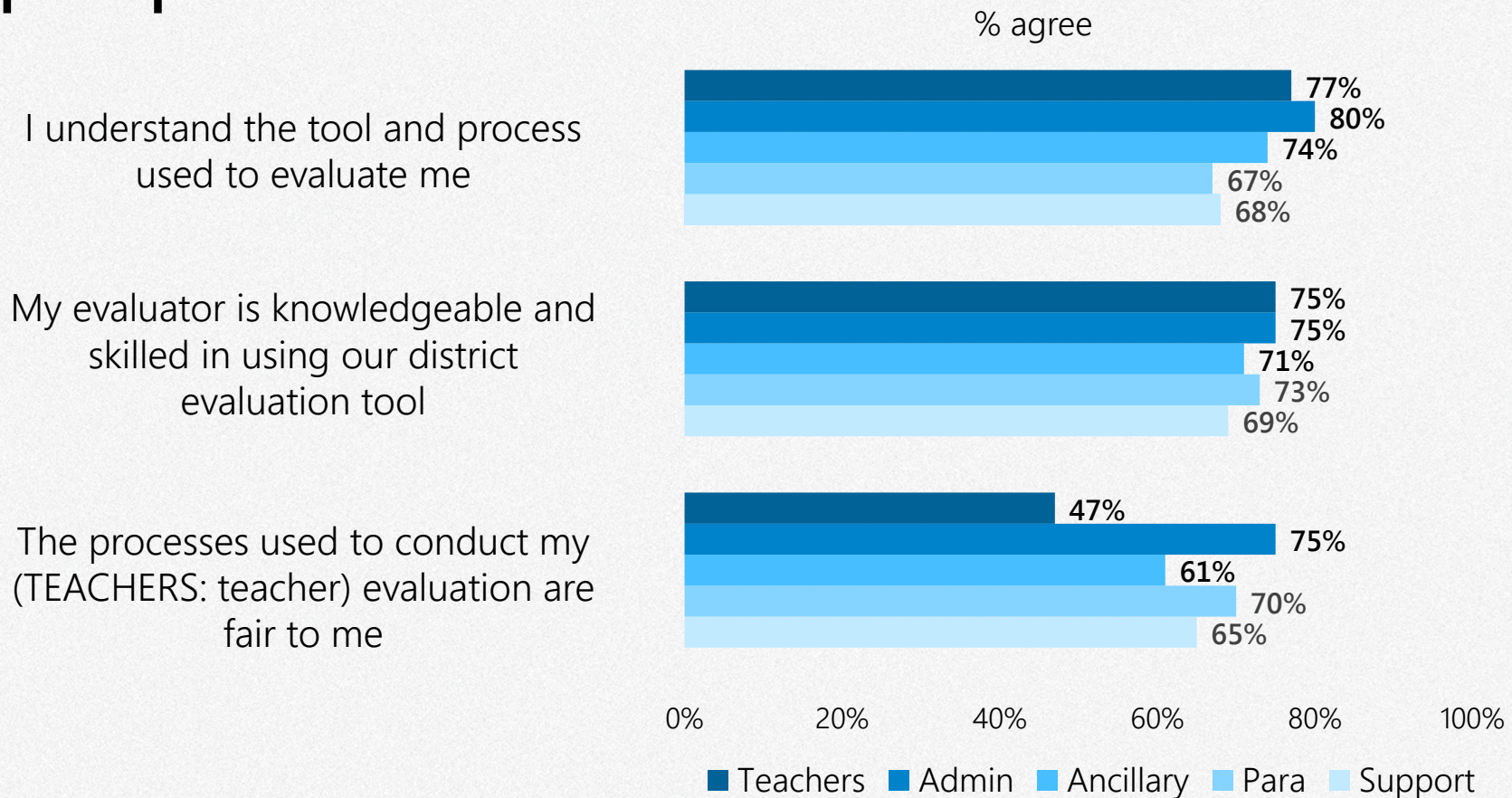
Again, we should note the initial ratings of Tennessee's evaluation system, implemented in 2011, were comparable to Michigan's ([35% said it improved their teaching](#)), but subsequent changes to the evaluation system and how it is implemented have dramatically improved educators' perceptions.

- Very new teachers (<2 years) are more positive on the fairness and value of the evaluation process. Administrators are also more positive about the process, including as it applies to their own evaluation.

MI teachers are divided on the fairness of their evaluation process – a sharp contrast to Tennessee post changes to the TN system.

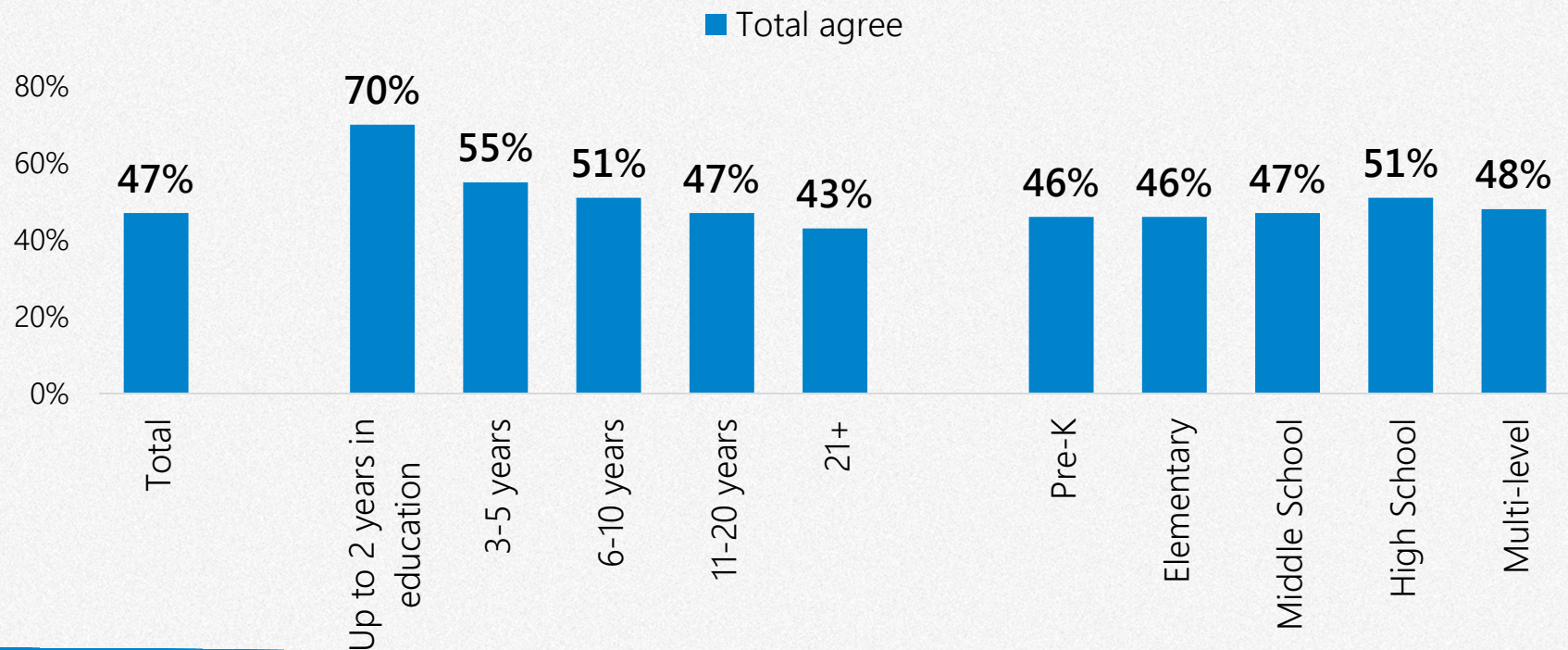


Large majorities of roles say they understand the process and their evaluator is skilled, but there is large variation in perceptions of fairness.



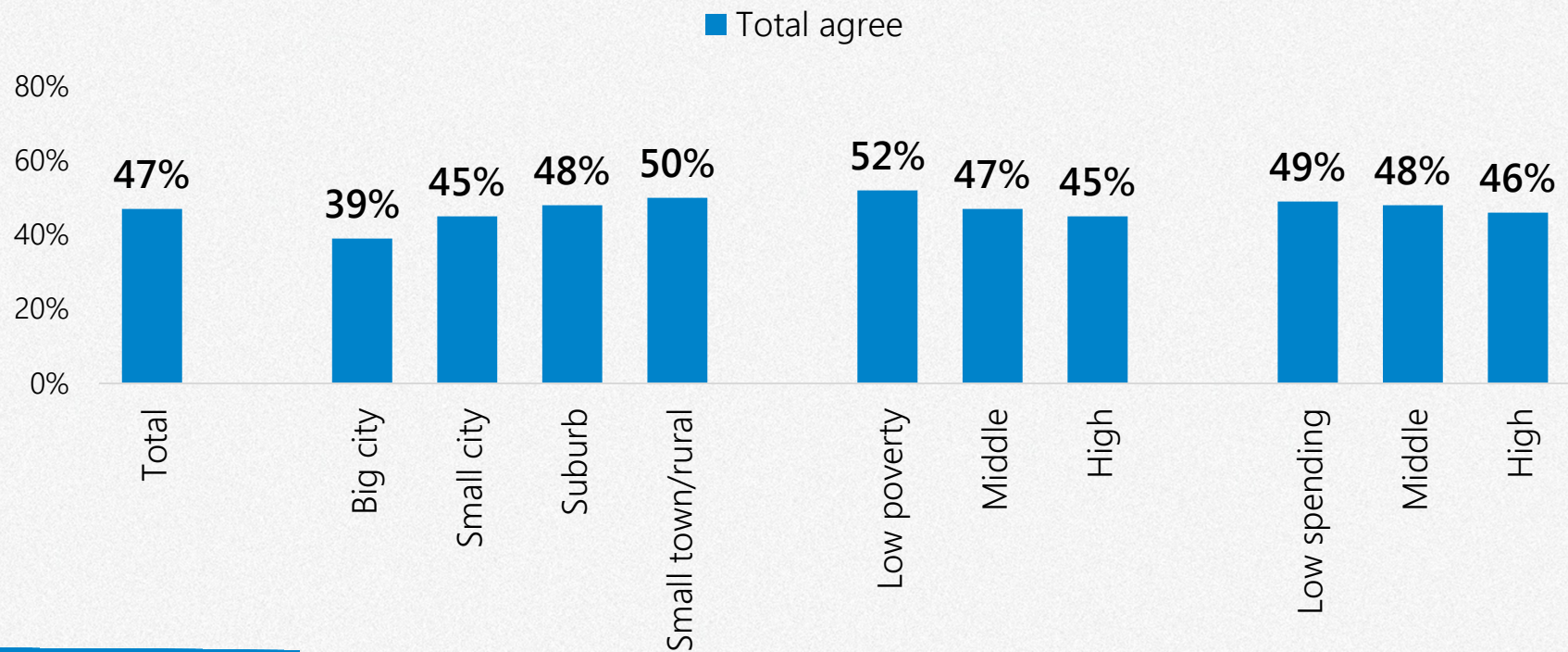
New teachers are much more likely to perceive the evaluation as fair; there is little difference across grade levels.

The processes used to conduct my teacher evaluation are fair to me

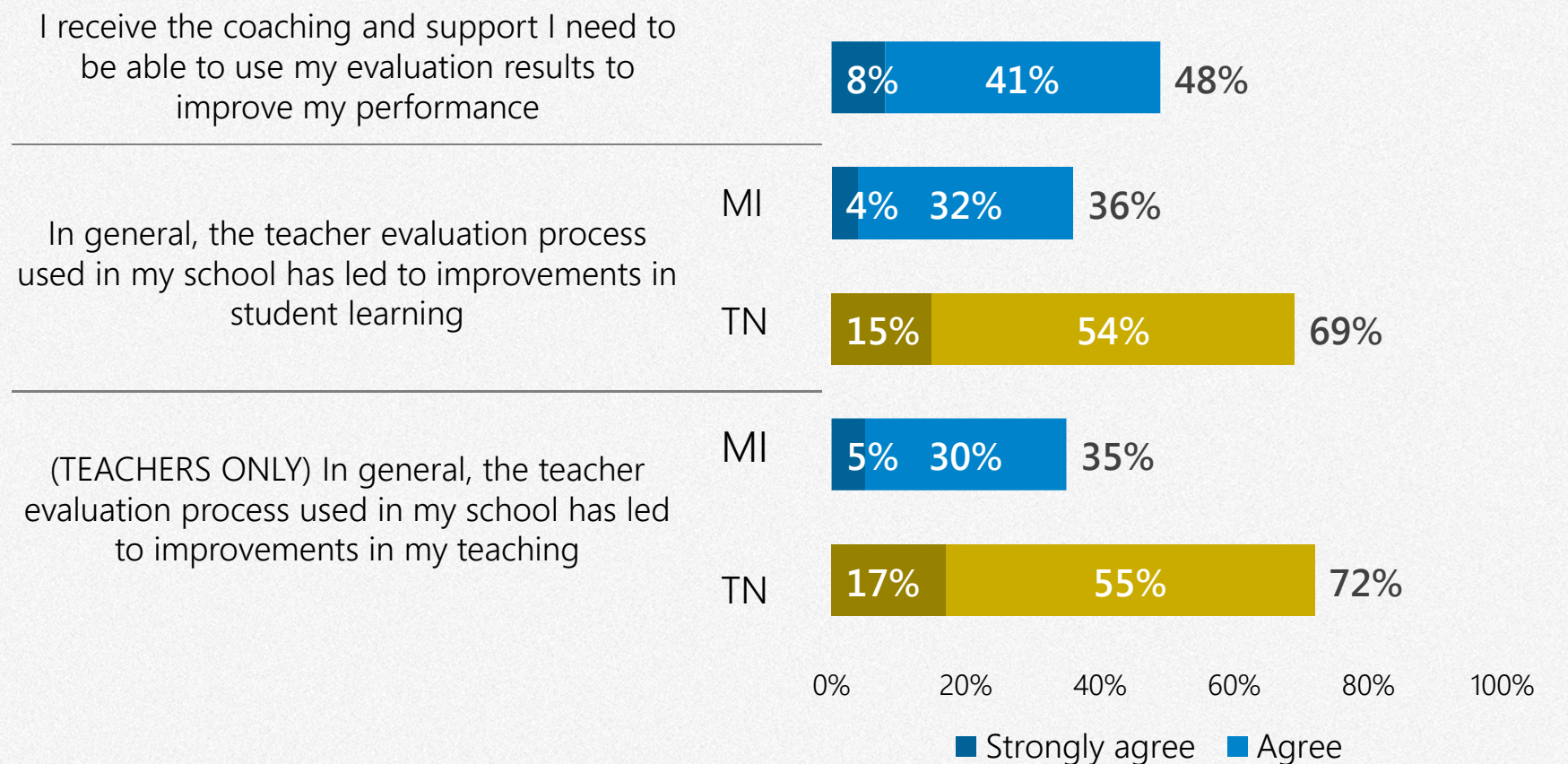


Urban teachers and those in higher-poverty districts are less likely to see the evaluation as fair.

The processes used to conduct my teacher evaluation are fair to me



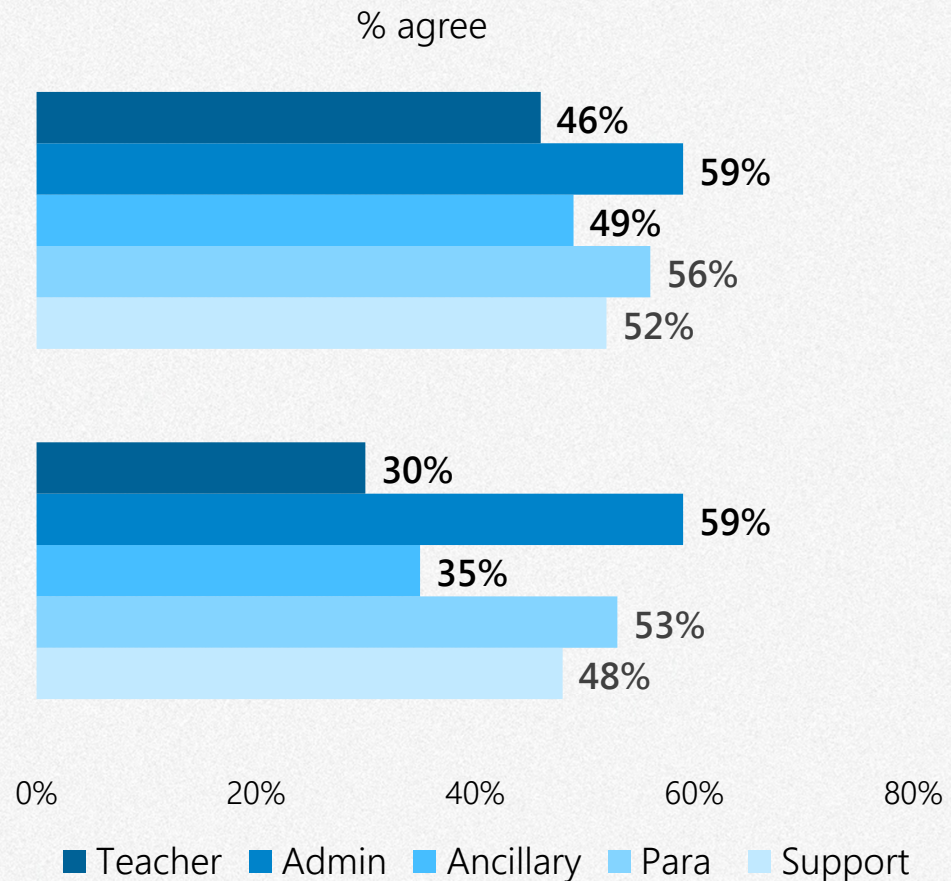
MI educators are also less convinced than in TN now that the evaluation process is leading to improvement.



Teachers are more negative than other roles about whether the evaluation process improves performance.

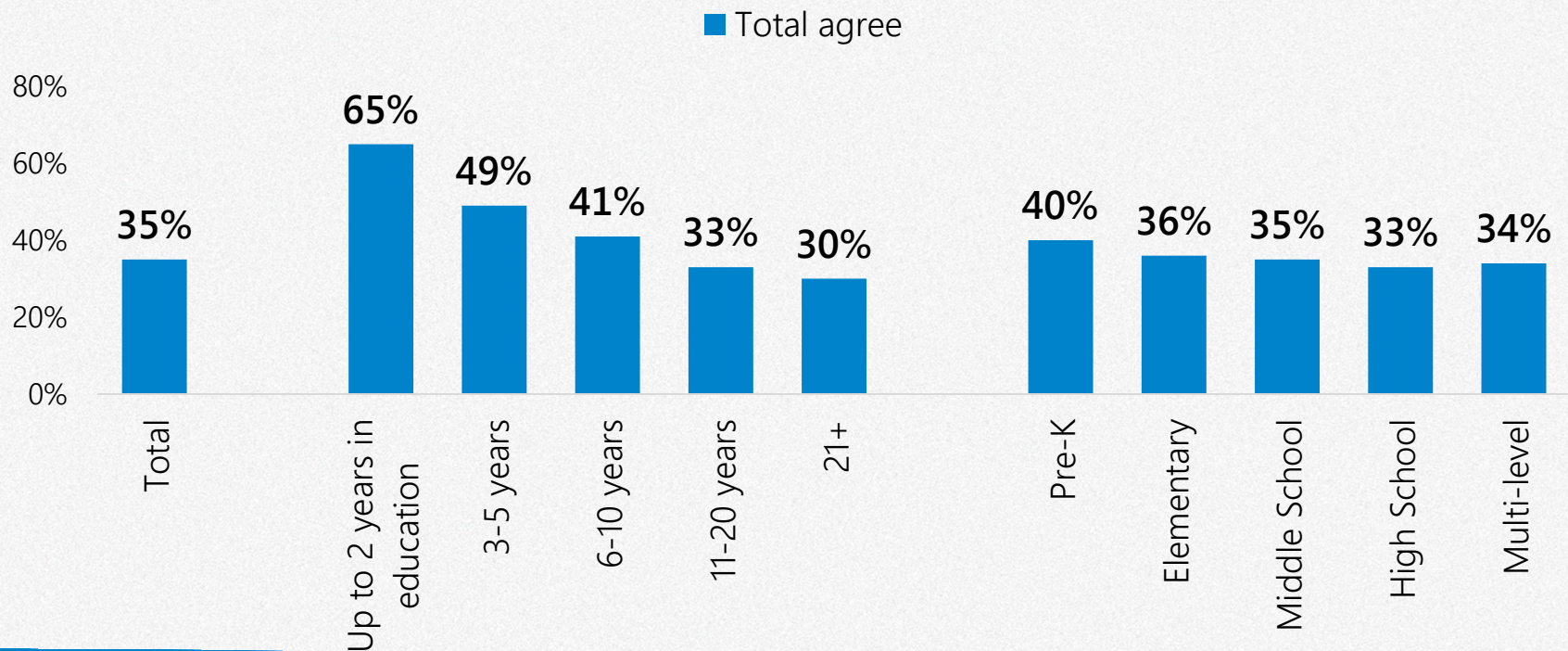
I receive the coaching and support I need to be able to use my evaluation results to improve my performance

In general, the teacher evaluation process used in my school has led to improvements in student learning



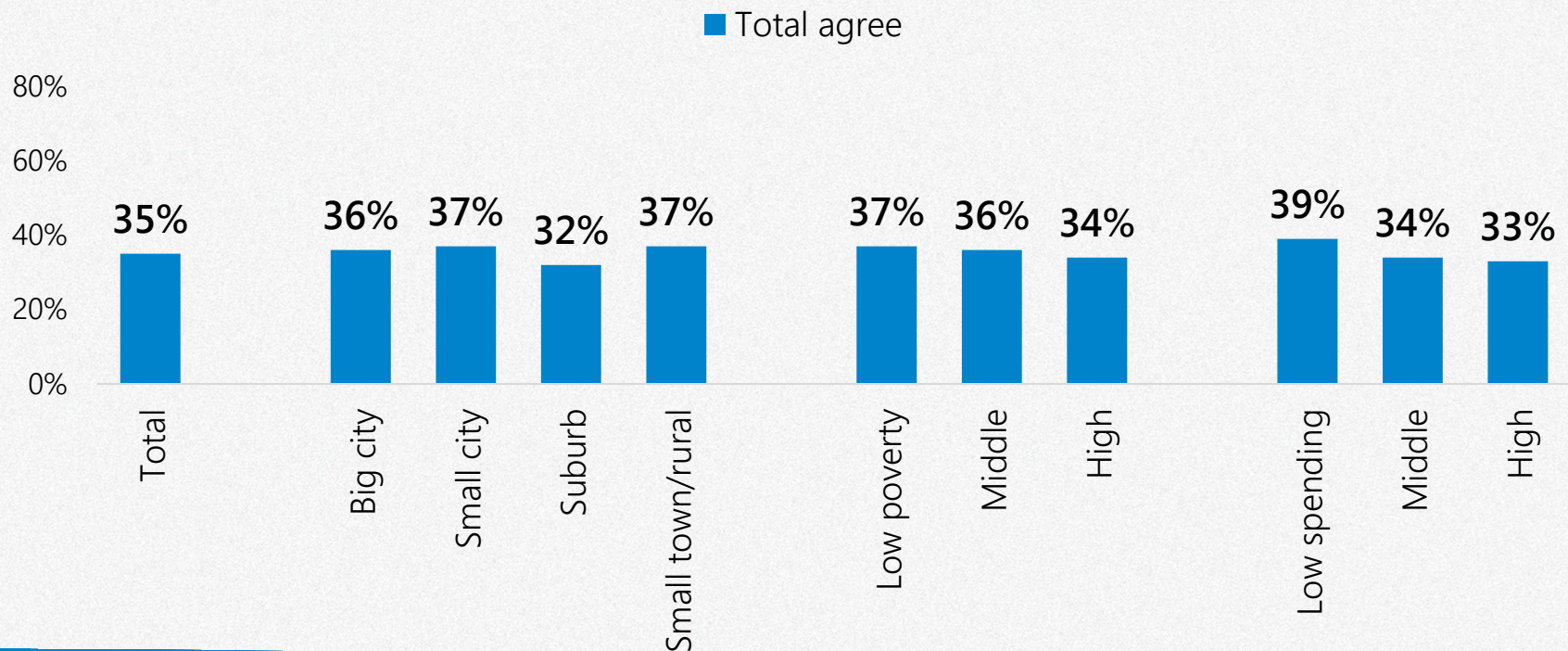
Very new teachers are more likely to see the evaluation process as improving their performance.

In general, the teacher evaluation process used in my school
has led to improvements in my teaching



There is not much variation by type of district in perceptions of evaluation process improving teaching.

In general, the teacher evaluation process used in my school has led to improvements in my teaching



Complaints about the evaluation process in open-ended responses often focus on the link to student testing or the amount of time and “busy work” it takes.

“Tools for evaluation should be authentic. Our district bases a large part of teacher evaluations on NWEA Scores...We are unfairly ranked based on results used for a purpose that it was not intended for.”

“There is entirely too much time spent on testing. M-Step test results are not valid, yet we are being evaluated on our scores. The teacher evaluation process is an incredible waste of time and energy. It does not help to make me a better teacher. It takes a tremendous amount of time that I could be spending on lesson planning and other things that are needed for my students. I would say testing and teacher evaluation are the most frustrating part of my job that the state requires.”

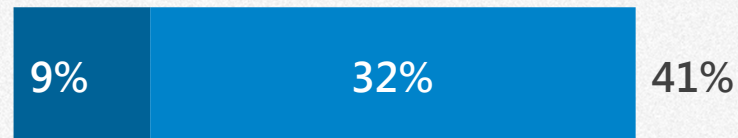
STANDARDIZED EXAMS

Overview: Standardized exams

- Only one in five educators (20%) believes the benefit of standardized exams is worth the current investment of time and effort. Fewer than half (41%) use testing data on a regular basis.
- There is a wide variation in the perceived usefulness of specific tests.
 - By almost 2:1, educators see the NWEA as more helpful (39%) than not (21%).
 - In contrast, by a more than 2:1 margin, they are more likely to say the M-STEP is not helpful (54%) than helpful (21%).
 - Views are more evenly divided on the PSAT and SAT, while few use iReady or Discovery Education.
- Although administrators are more positive on the evaluation system, their views on testing are closely aligned with those of teachers. Very new teachers (<2 years) are more likely to perceive value in standardized tests.

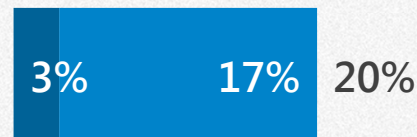
Four in ten educators use state and local standardized assessment data, but only 20% believe it worth the effort.

I regularly use state and local standardized assessment data to inform my work

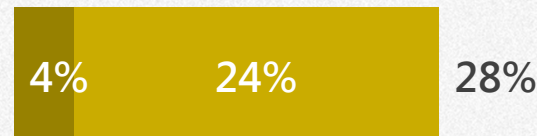


Overall, information received from statewide standardized exams is worth the investment of time and effort

MI



TN



0%

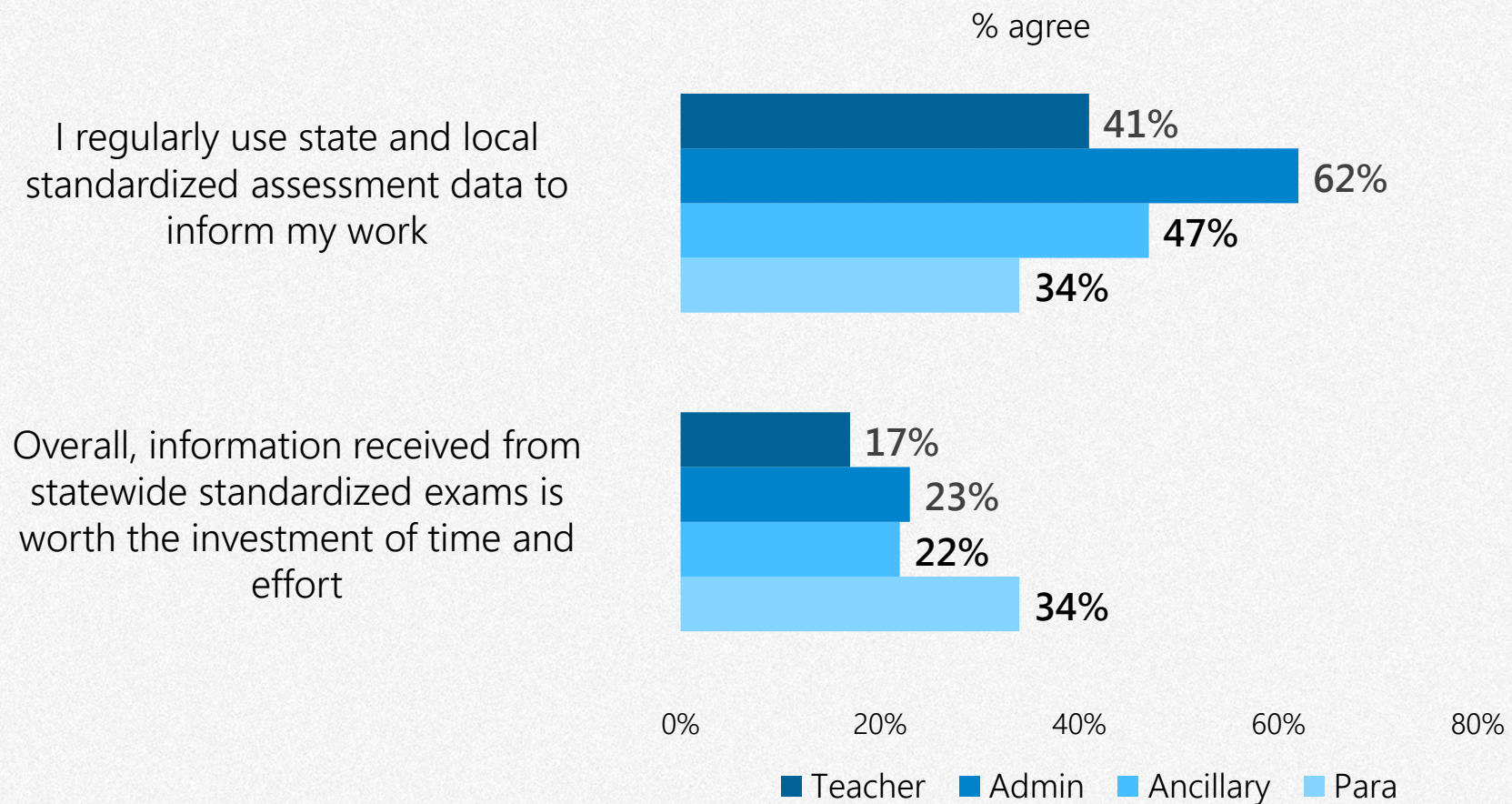
20%

40%

60%

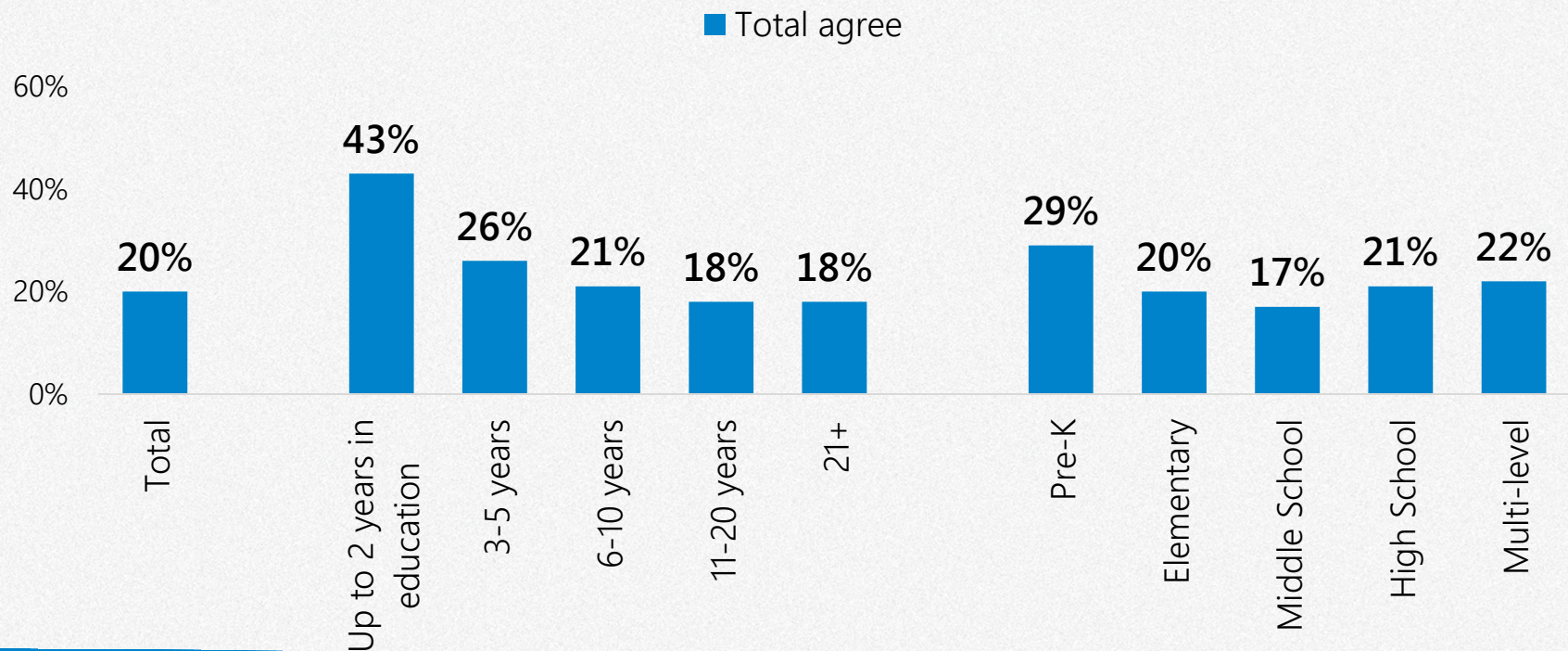
■ Strongly agree ■ Agree

Administrators are more likely to use assessment data but no more likely to say statewide tests are worth it.



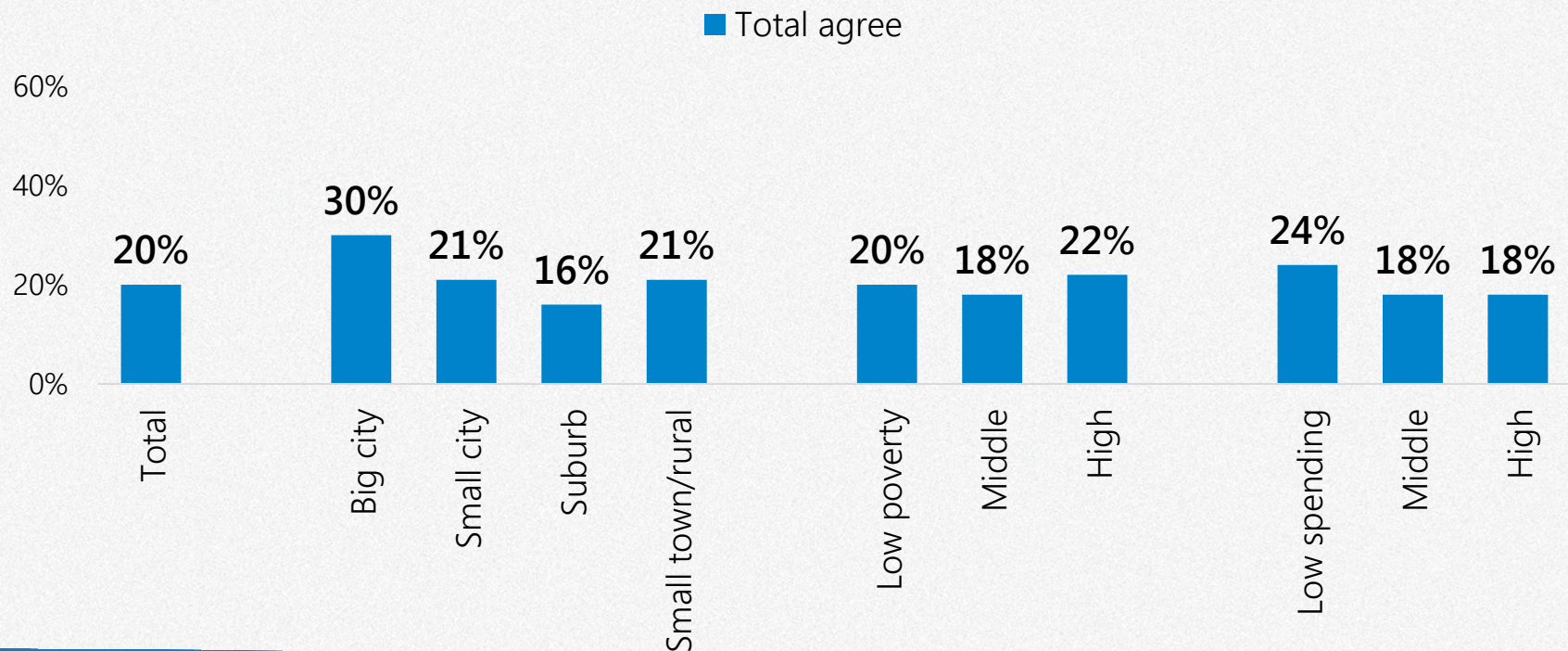
Very new teachers are more positive on standardized exams – but still fewer than half say the effort is worth it.

Overall, information received from statewide standardized exams is worth the investment of time and effort

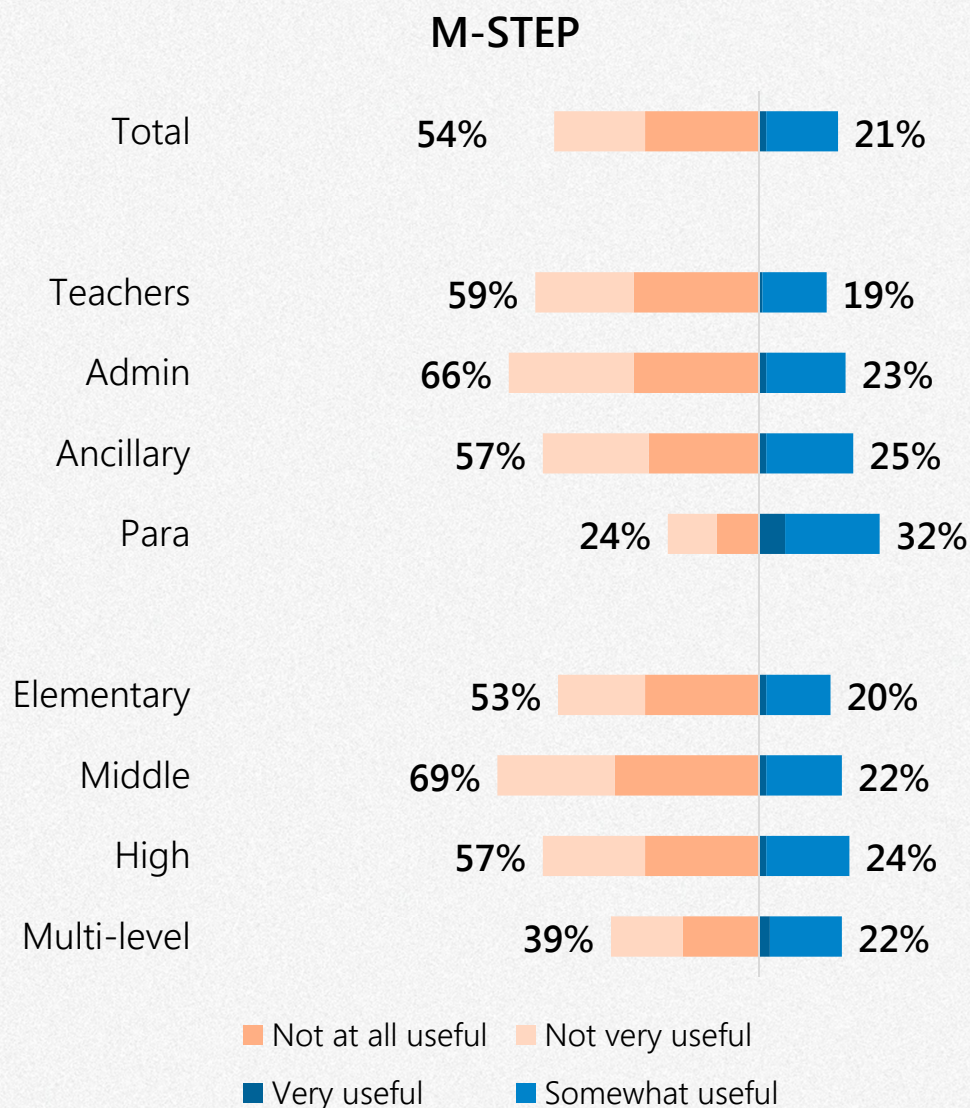


Across all types of districts fewer than a third see the investment in testing as worth it.

Overall, information received from statewide standardized exams is worth the investment of time and effort

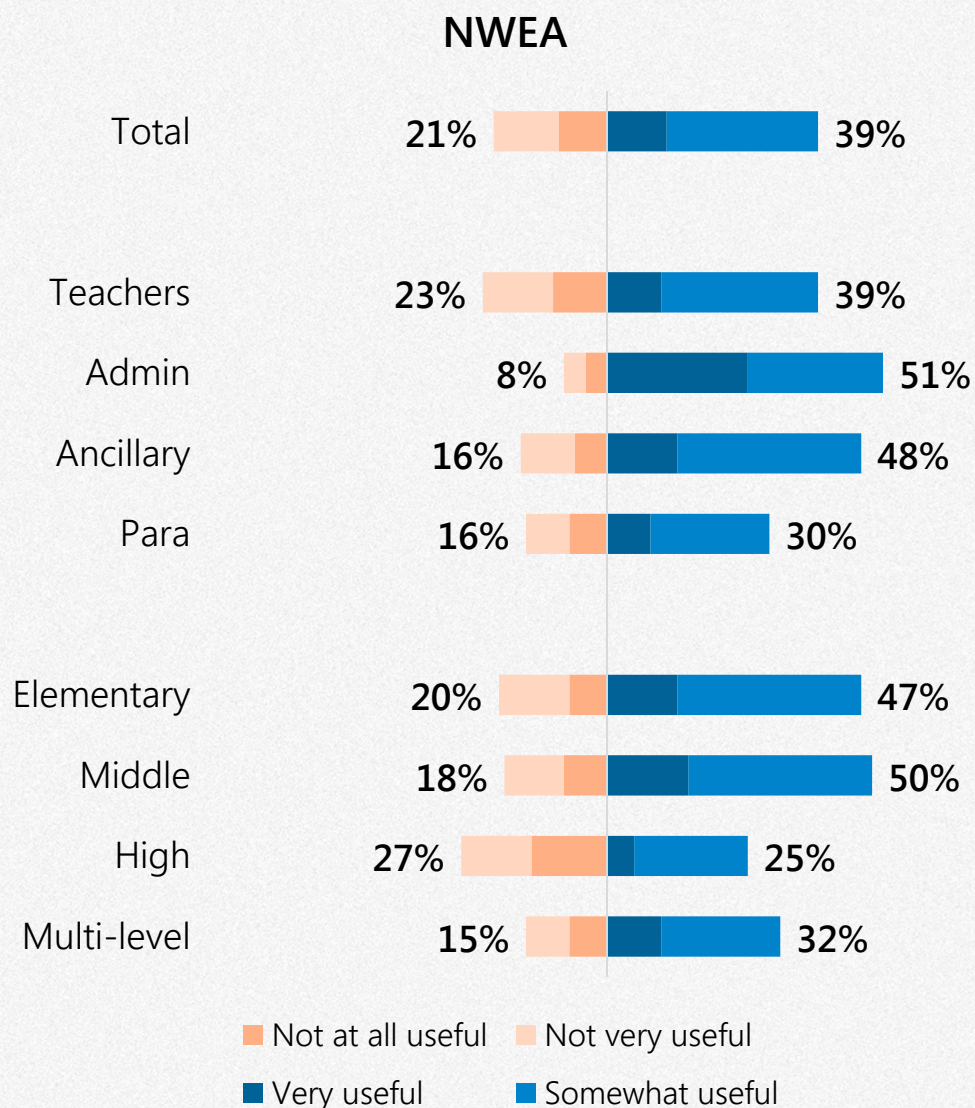


Regarding M-STEP in particular, more than twice as many educators say it is not useful as say it is useful – among administrators it is nearly 3:1.



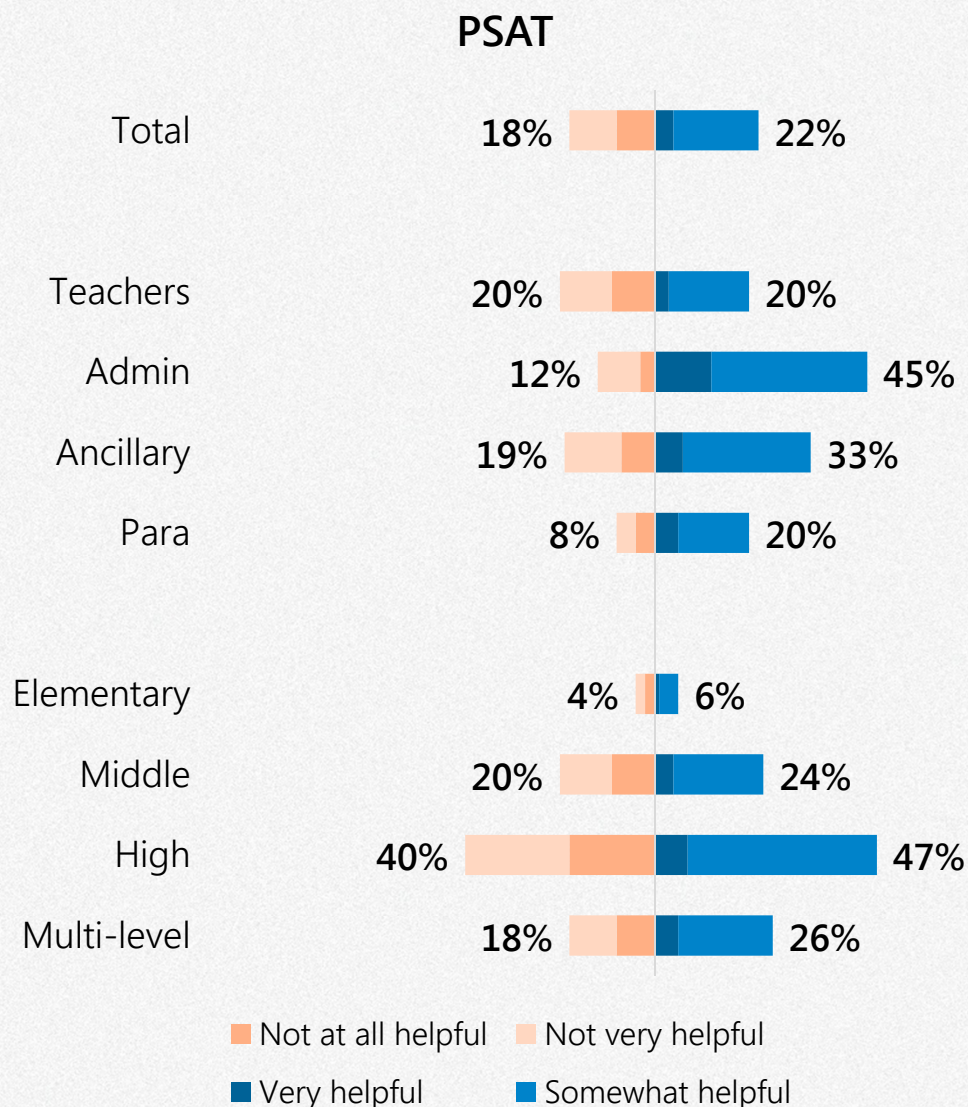
In your experience how helpful are each of the following specific standardized exams in measuring and improving student learning? Please select n/a if students in your school do not take the following benchmark assessments. (AMONG TEACHERS, EDUCATORS, ADMINISTRATORS, N=15,713) ⁸³

In contrast, NWEA is seen as more valuable than not, particularly among administrators and elementary and middle school educators.



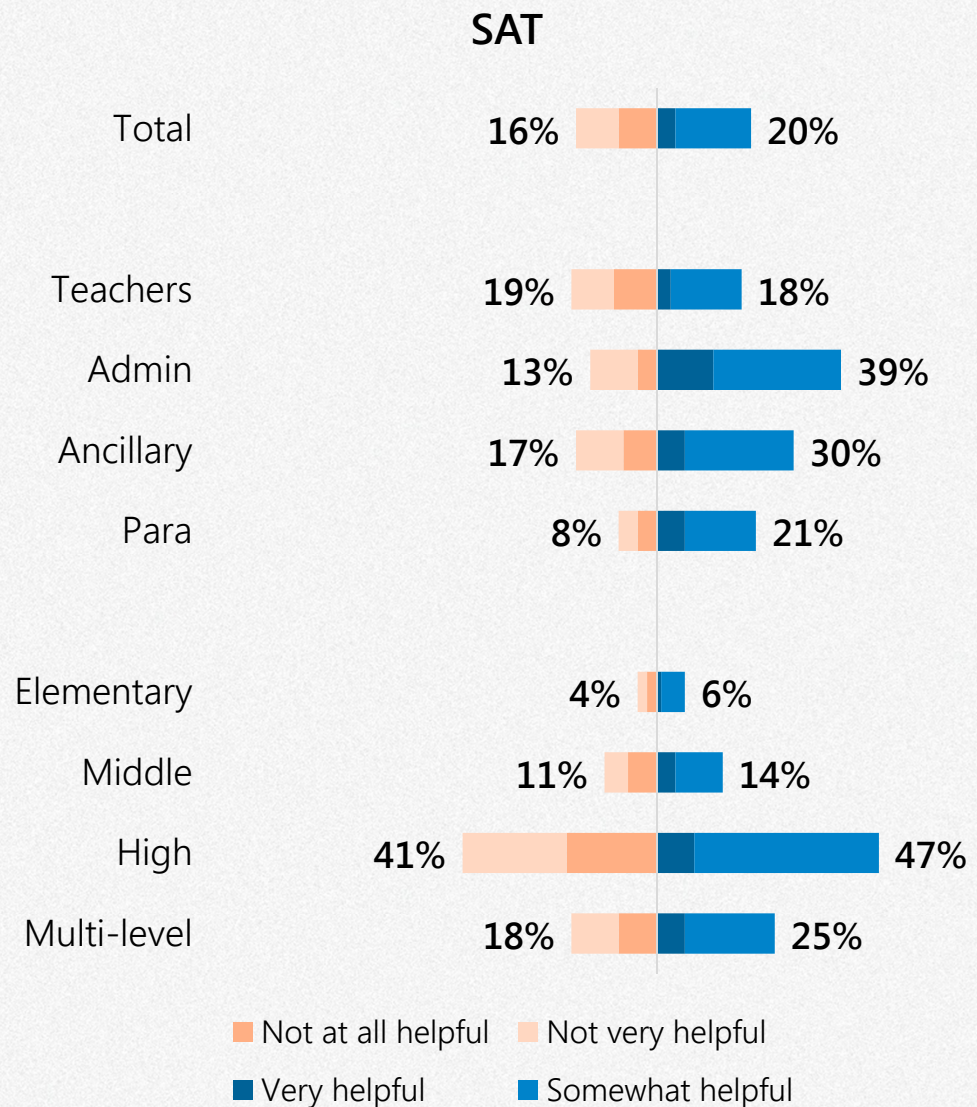
In your experience how helpful are each of the following specific standardized exams in measuring and improving student learning? Please select n/a if students in your school do not take the following benchmark assessments. (AMONG TEACHERS, EDUCATORS, ADMINISTRATORS, N=15,713) ⁸⁴

Opinions about the PSAT are divided. Administrators and ancillary staff are more likely to see it as useful, while upper grade educators are more opinionated but not necessarily more positive.



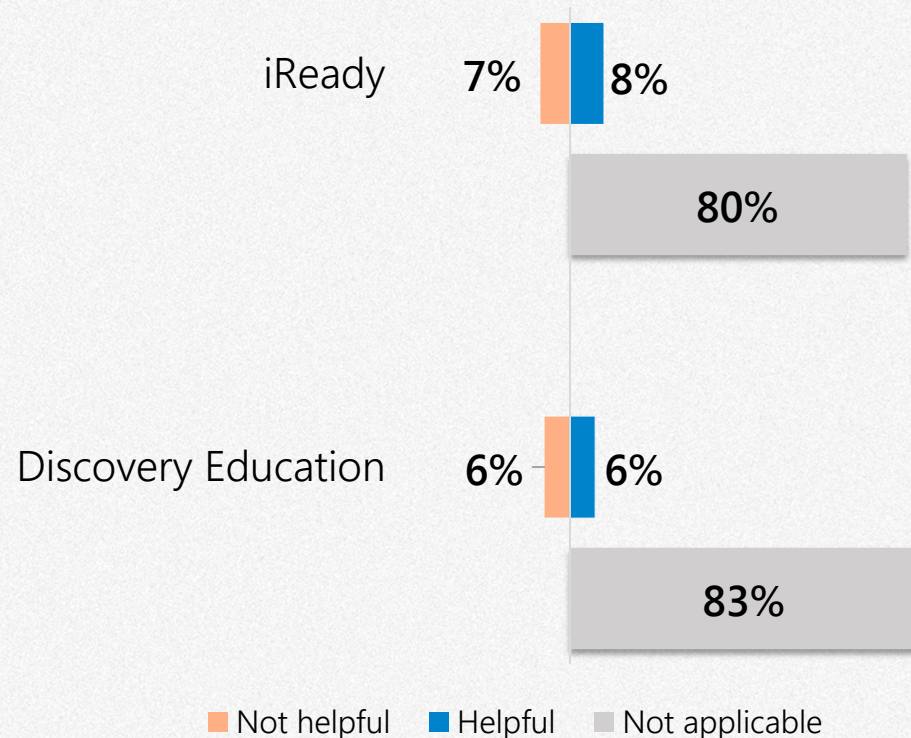
In your experience how helpful are each of the following specific standardized exams in measuring and improving student learning? Please select n/a if students in your school do not take the following benchmark assessments. (AMONG TEACHERS, EDUCATORS, ADMINISTRATORS, N=15,713) ⁸⁵

Views of the SAT match views of the PSAT almost exactly.



Most educators say their schools are not using iReady or Discovery Education.

In your experience how helpful are each of the following specific standardized exams in measuring and improving student learning? Please select n/a if students in your school do not take the following benchmark assessments.



LITERACY

Overview: Literacy

- Majorities say they have resources available such as enough books in the classroom and literacy interventionists – but there is still a ways to go before these tools are available in all schools.
 - Two in five say there are not enough books in their classrooms, including a third of elementary educators.
 - Two in five say they do not have access to reading interventionists, including a quarter of elementary educators.
- The schools without these resources are often those with high need – high poverty and/or low-spending urban districts. In addition, Macomb County educators are less likely than others to say these are available. There are also gaps in the Thumb and UP.
- K-5 educators are not confident about the implementation of the 3rd grade reading bill that goes into effect next year, Only 22% say their schools are prepared to offer “substantial” support to 3rd graders who are retained, while 24% say their schools are not prepared to offer any support at all. Again, preparation is least in high-poverty urban schools – and in Macomb County.

Majorities say libraries and classrooms have enough books – but only half say educators receive enough professional learning on literacy.

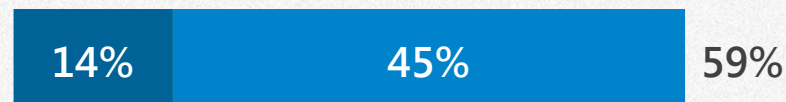
An appropriate amount of class time is devoted to teaching literacy



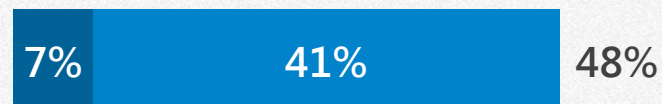
My school's library is stocked with enough books and reading material to support students' literacy needs



There are enough books and reading material in classrooms to support students' literacy needs



Educators in my school receive enough professional learning on literacy throughout the school year



0% 20% 40% 60% 80%

■ Strongly agree ■ Agree

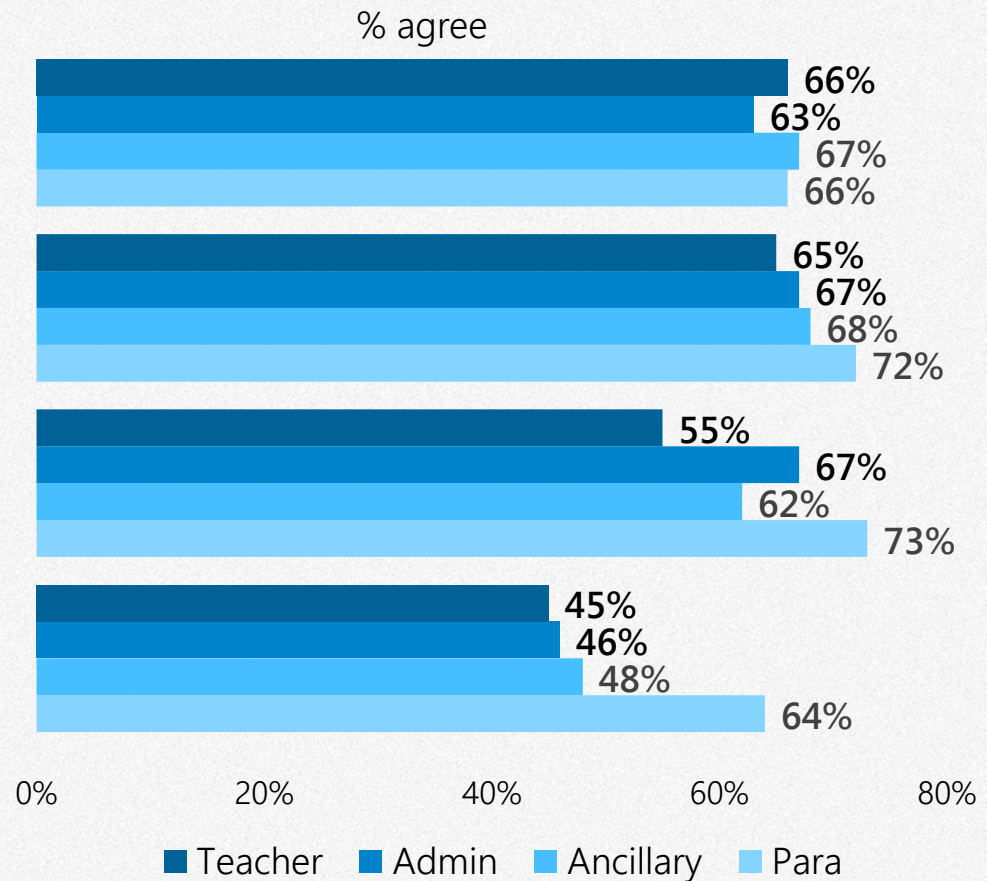
Teachers and administrators generally share perceptions, except teachers are less likely to say classrooms have enough books.

An appropriate amount of class time is devoted to teaching literacy

My school's library is stocked with enough books and reading material to support students' literacy needs

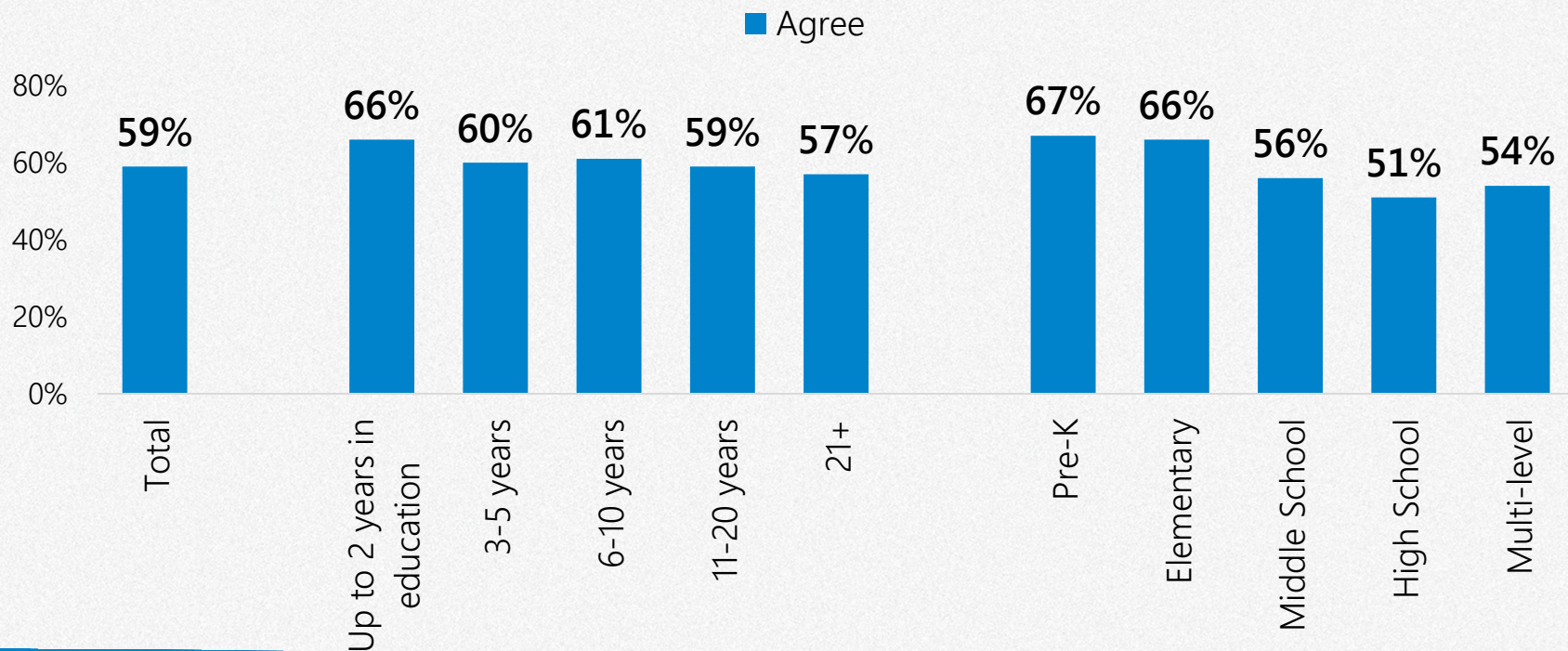
There are enough books and reading material in classrooms to support students' literacy needs

Educators in my school receive enough professional learning on literacy throughout the school year



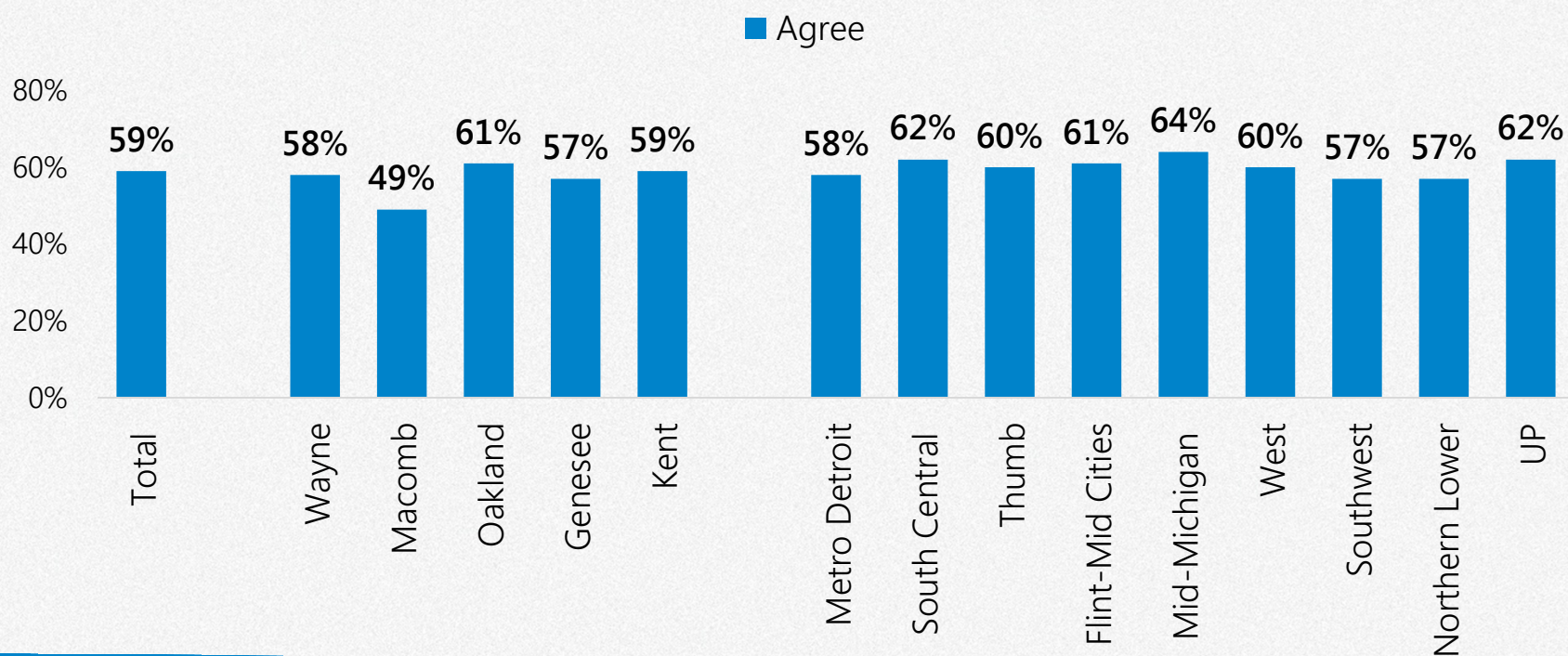
Pre-K and Elementary educators are more likely to say classrooms have enough books.

There are enough books and reading material in classrooms to support students' literacy needs



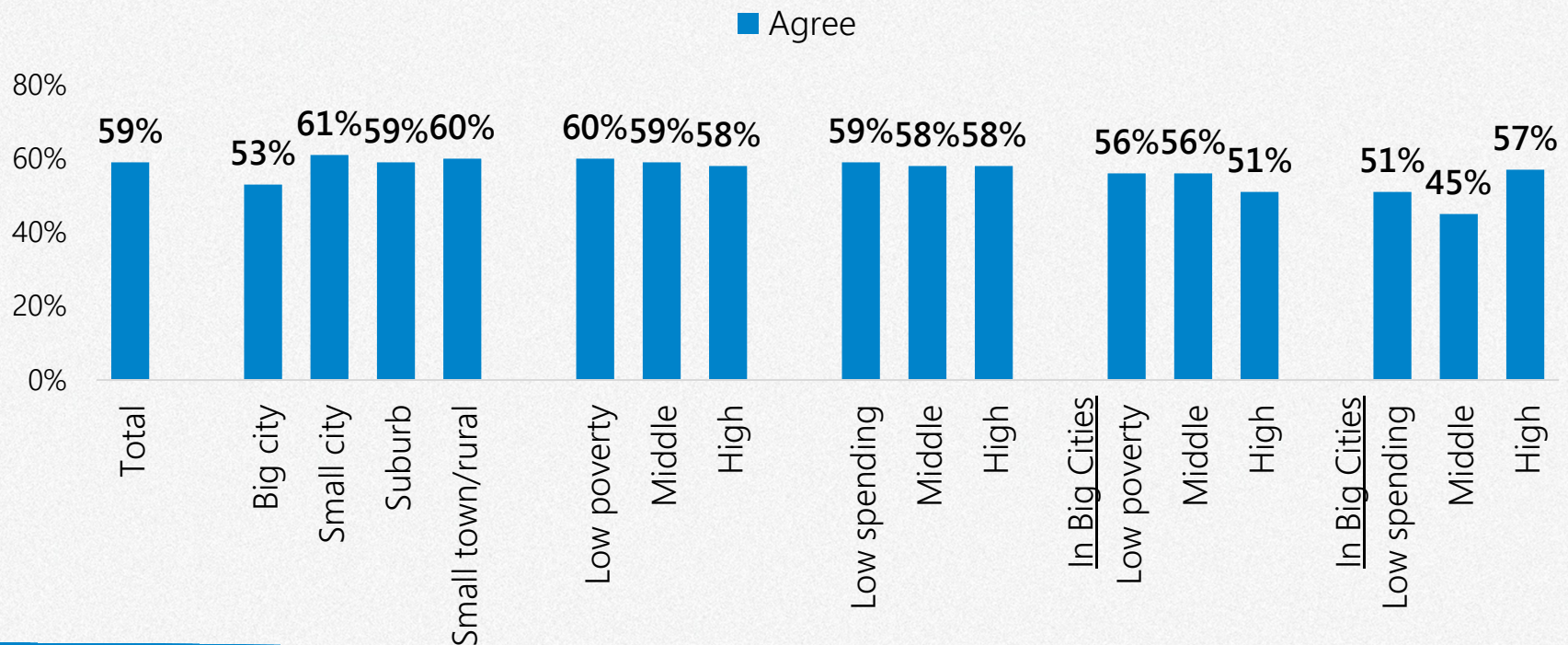
Fewer in Macomb County say classrooms are well-stocked.

There are enough books and reading material in classrooms to support students' literacy needs



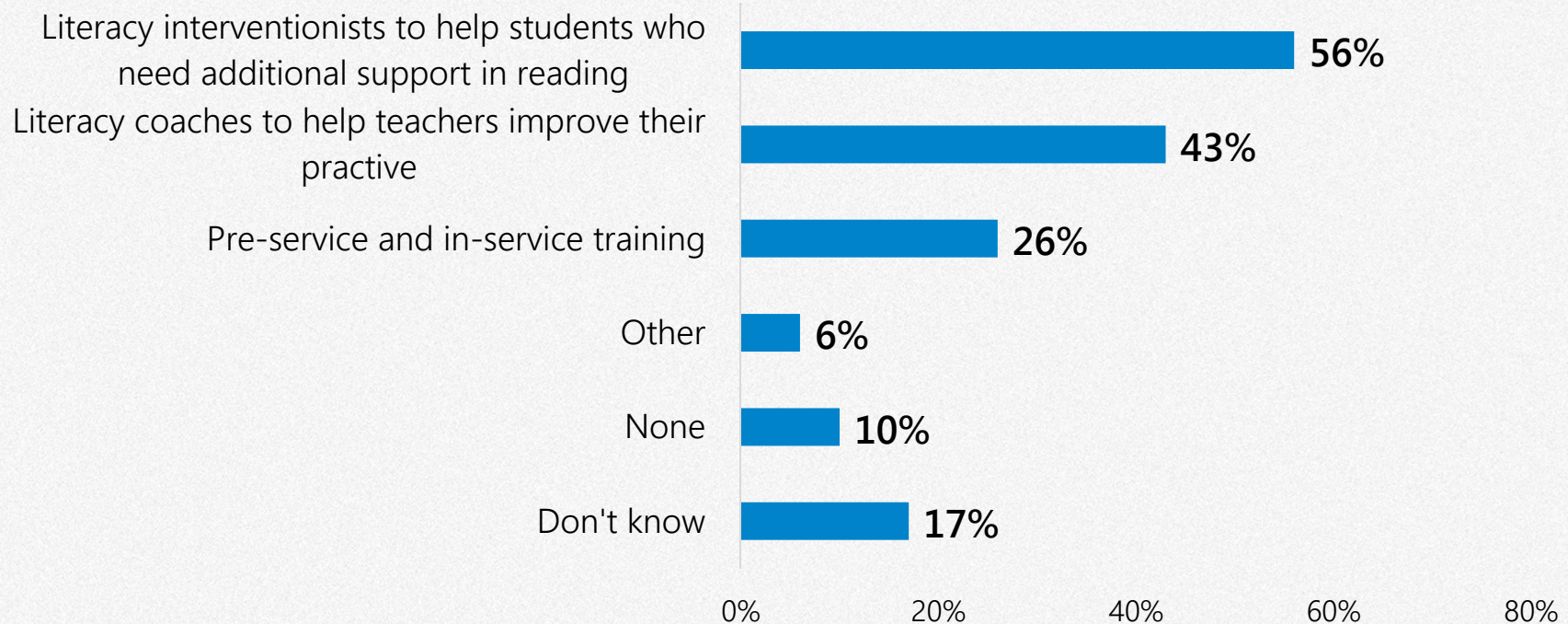
Big-city educators, especially in lower-spending districts, are less likely to say there are enough books.

There are enough books and reading material in classrooms to support students' literacy needs



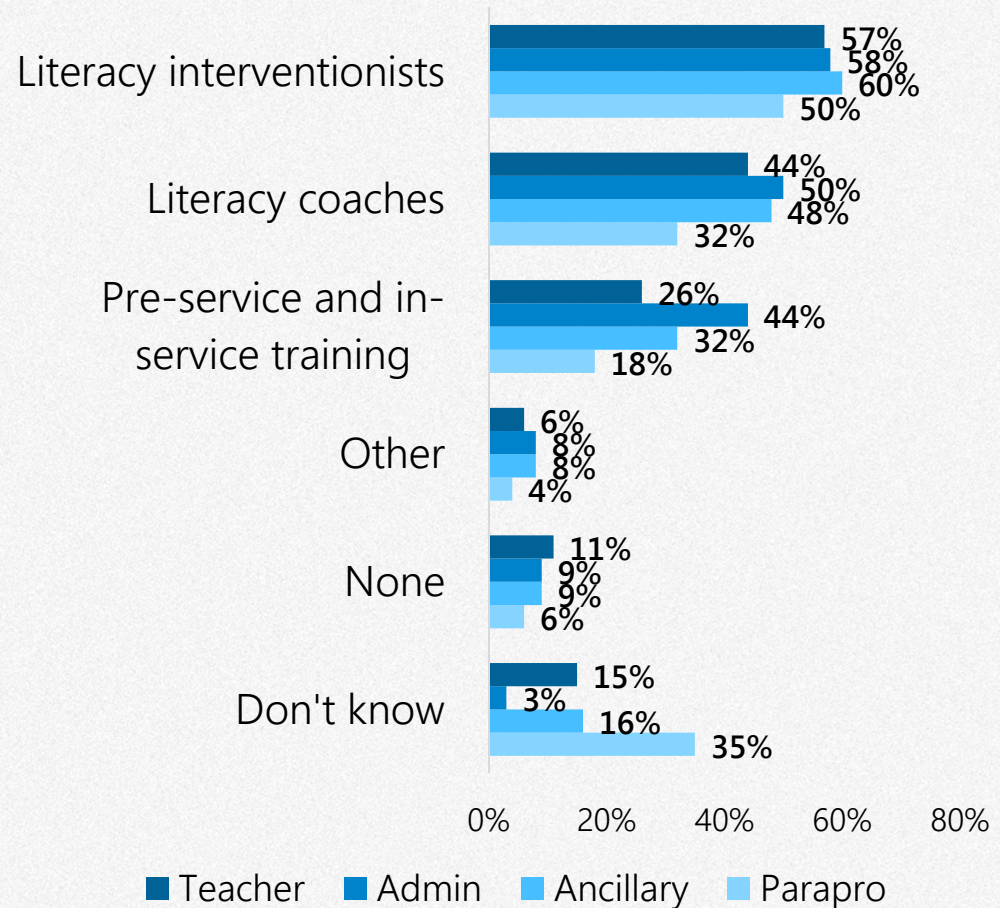
A majority of educators say literacy interventionists are available in their school/district; four in ten say literacy coaches are.

What strategies are available in your school or district to help improve student literacy? Select all that apply



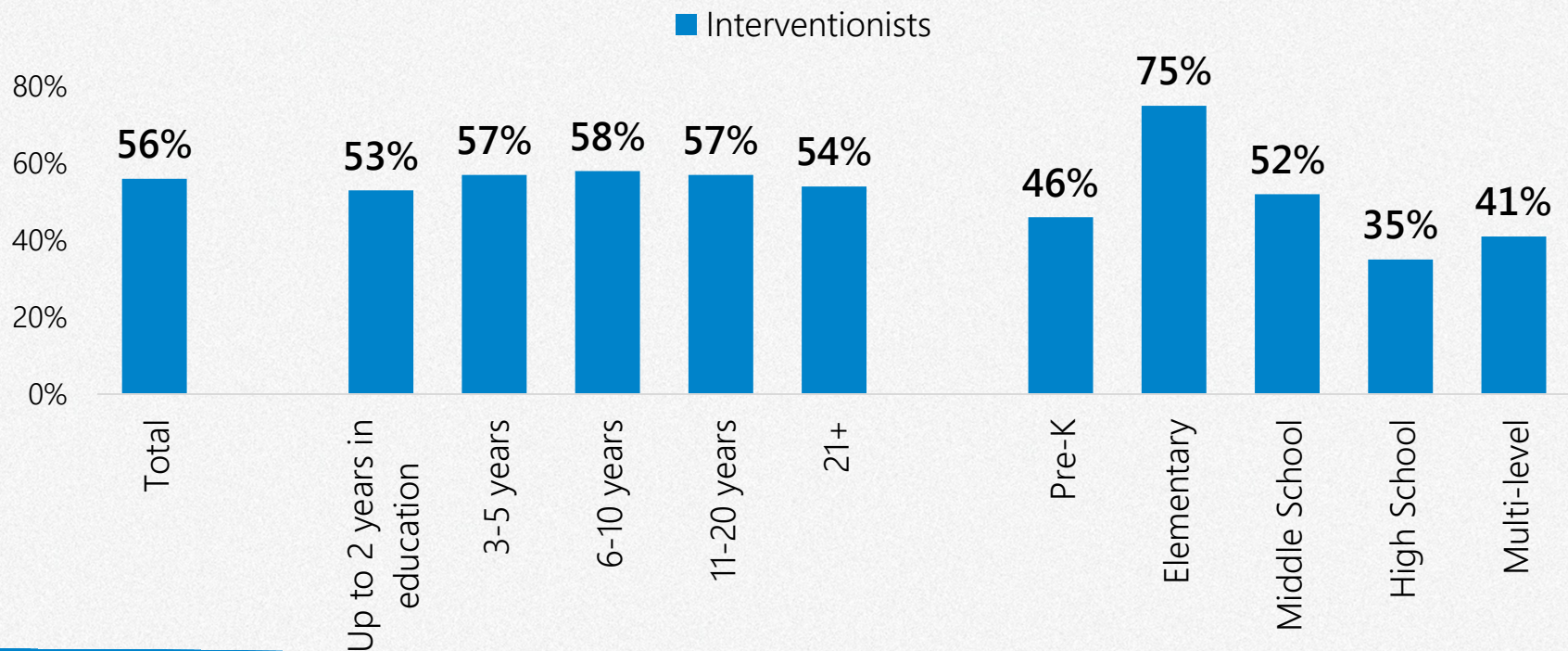
Administrators and ancillary staff are slightly more likely to report these resources than teachers are, while teachers and other staff are more likely to say they don't know.

What strategies are available in your school or district to help improve student literacy? Select all that apply



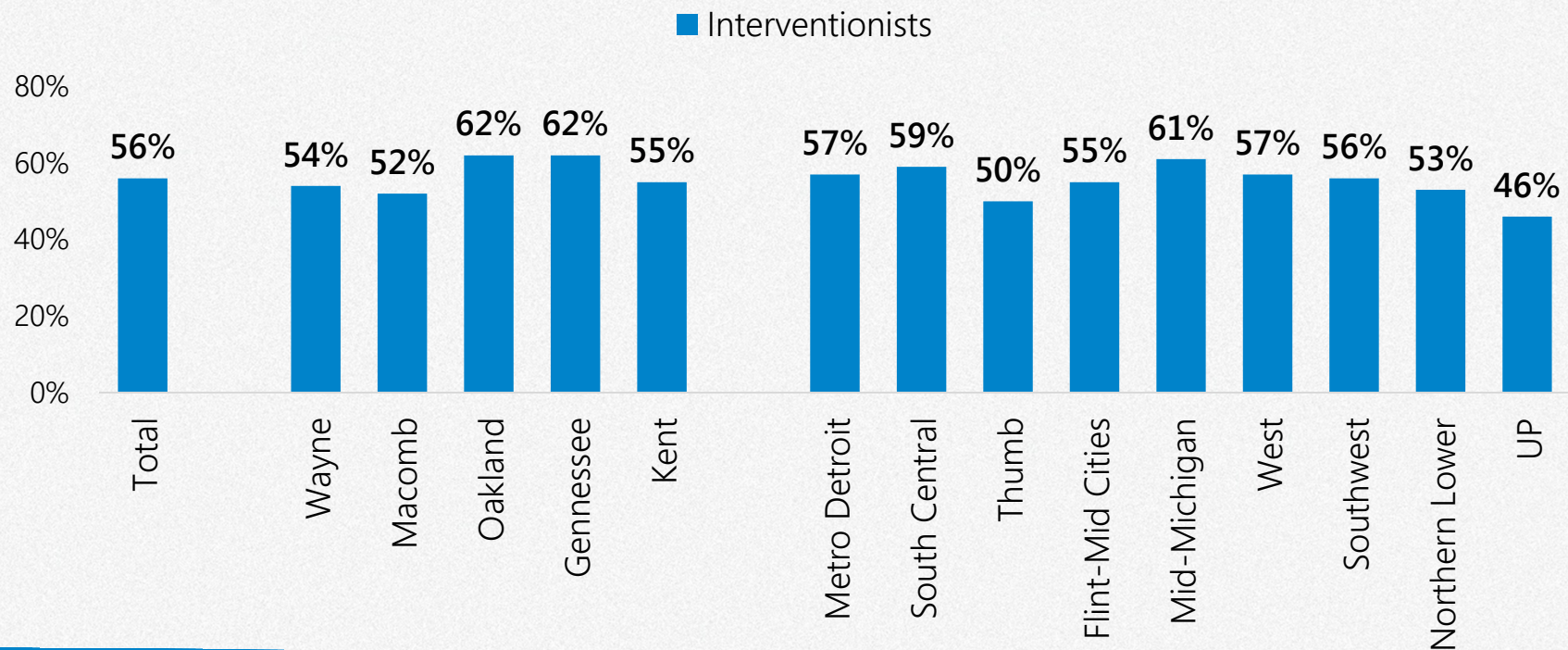
Three quarters of elementary educators say interventionists are available.

What strategies are available in your school or district to help improve student literacy?



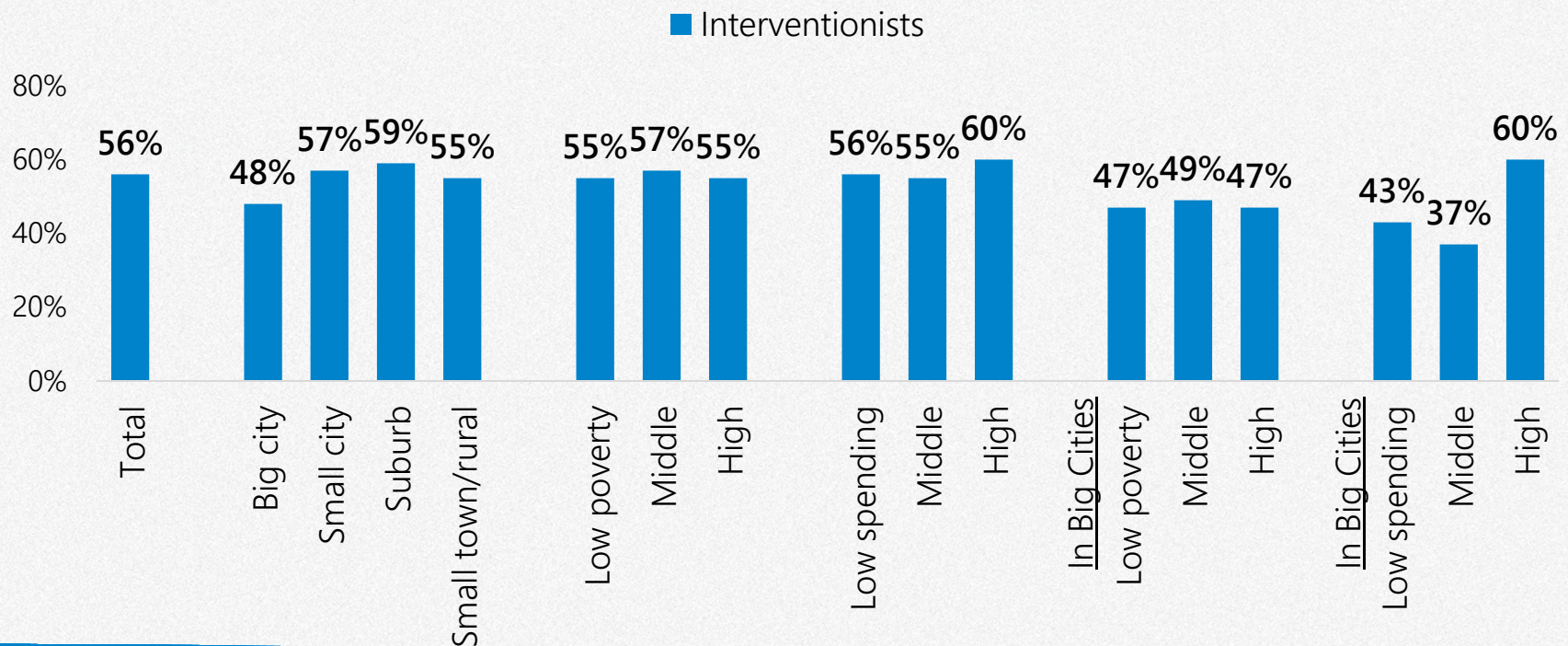
Oakland, Genesee slightly more likely to report having access to interventionists; Thumb and UP somewhat less.

What strategies are available in your school or district to help improve student literacy?



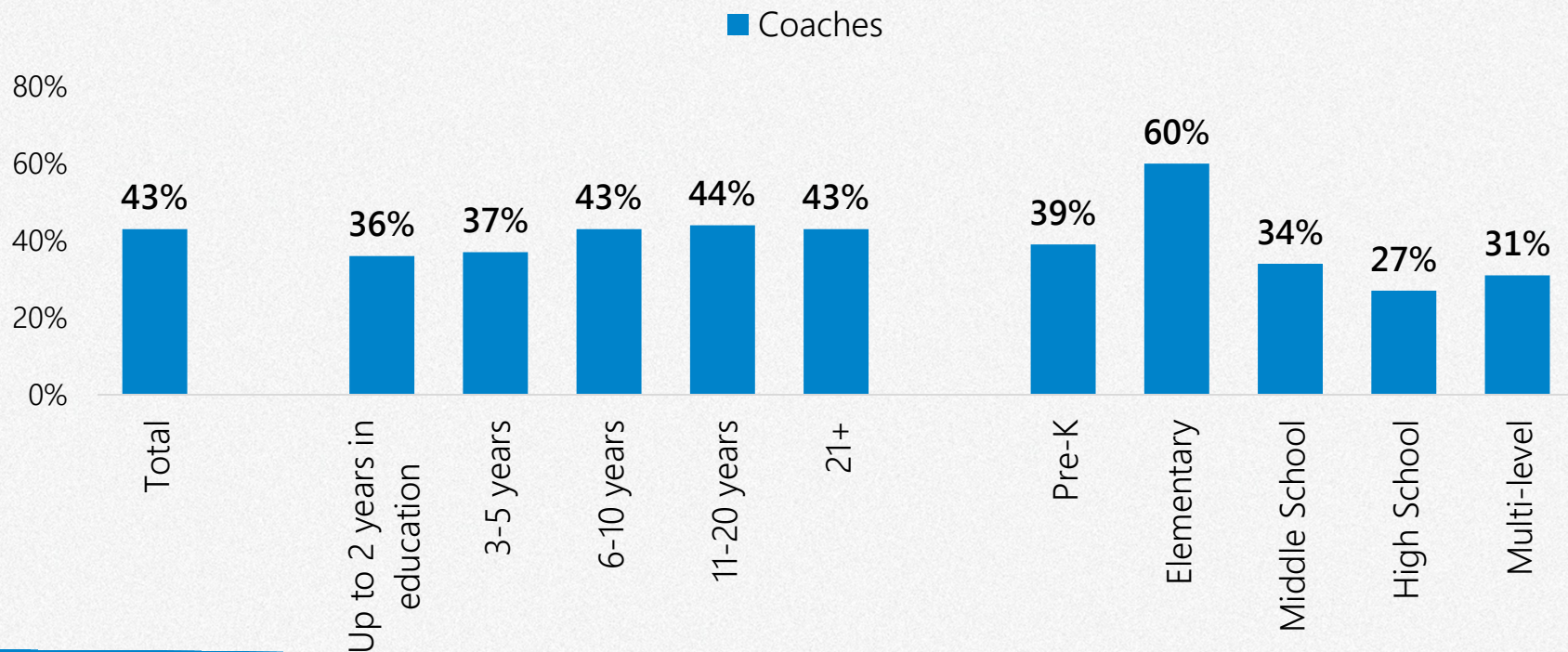
Fewer in big cities, particularly in lower-spending districts, say interventionists are available.

What strategies are available in your school or district to help improve student literacy?



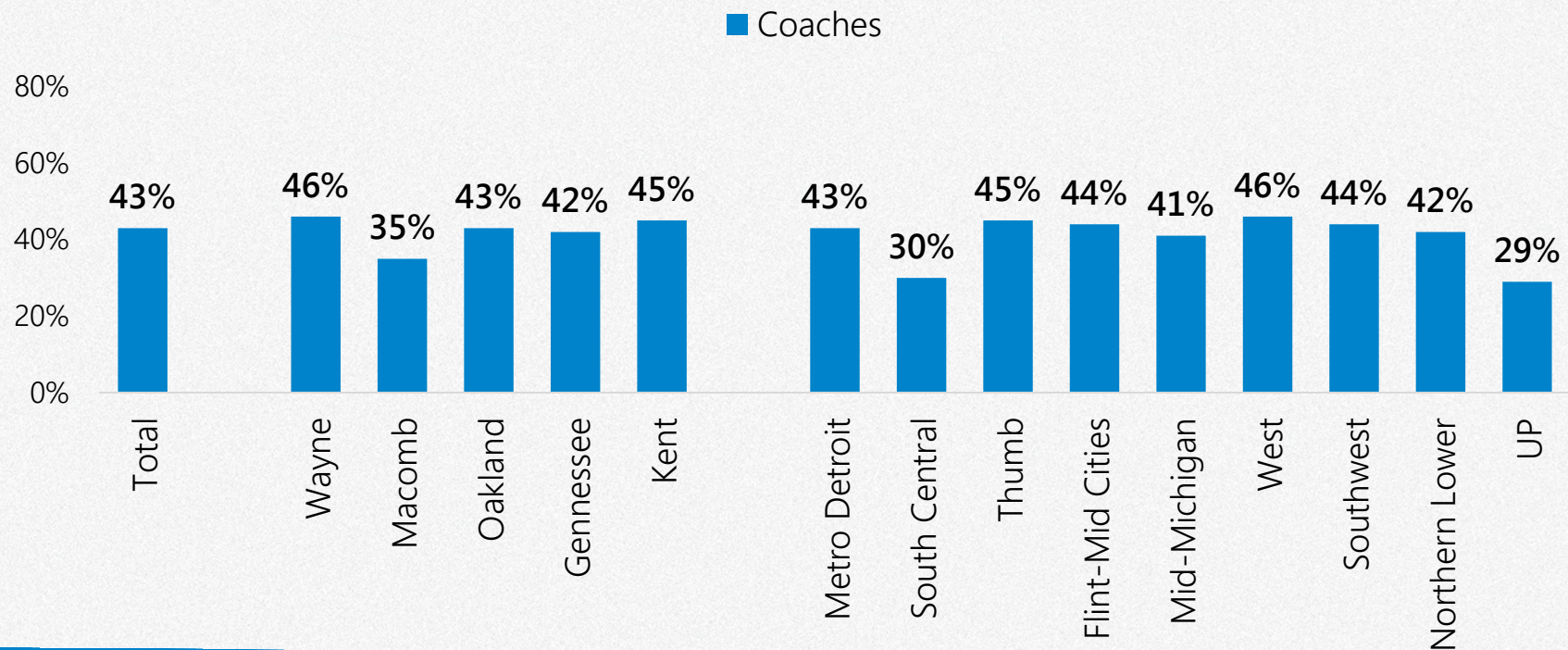
Six in ten elementary educators say literacy coaches are available; newer educators less likely to report this tool.

What strategies are available in your school or district to help improve student literacy?



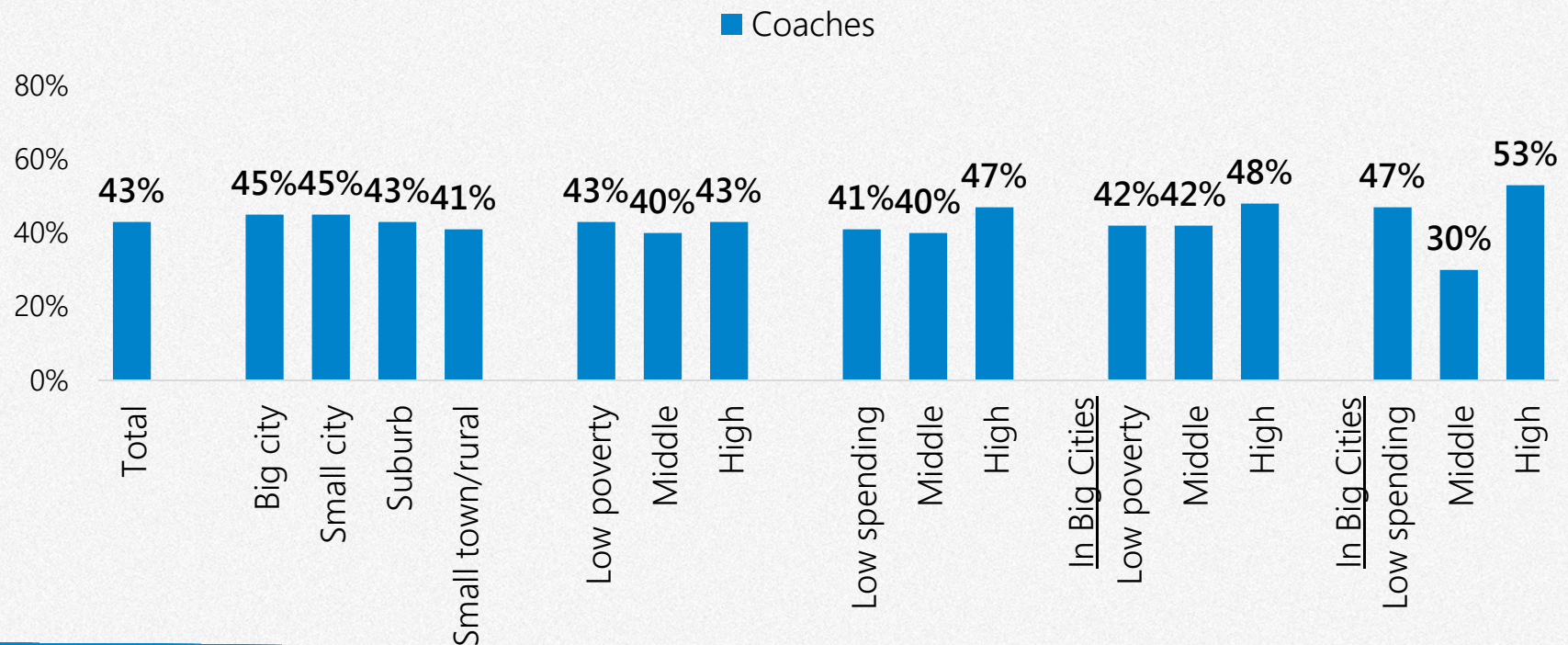
Macomb, South-Central, UP report less access to literacy coaches.

What strategies are available in your school or district to help improve student literacy?



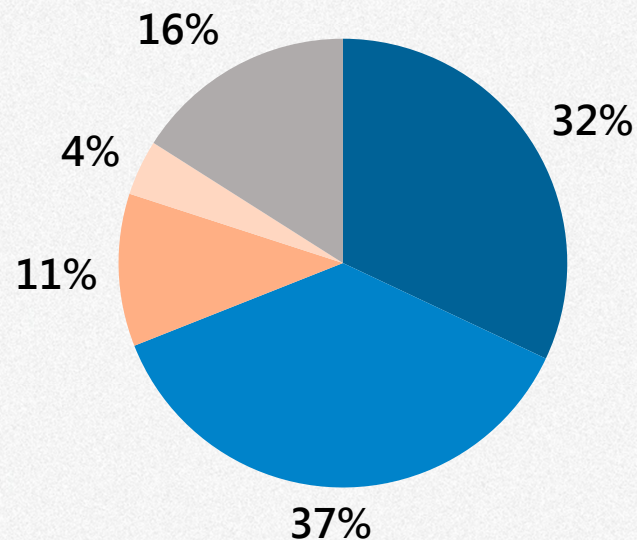
Those in higher-spending districts are a little more likely to say literacy coaches are available.

What strategies are available in your school or district to help improve student literacy?

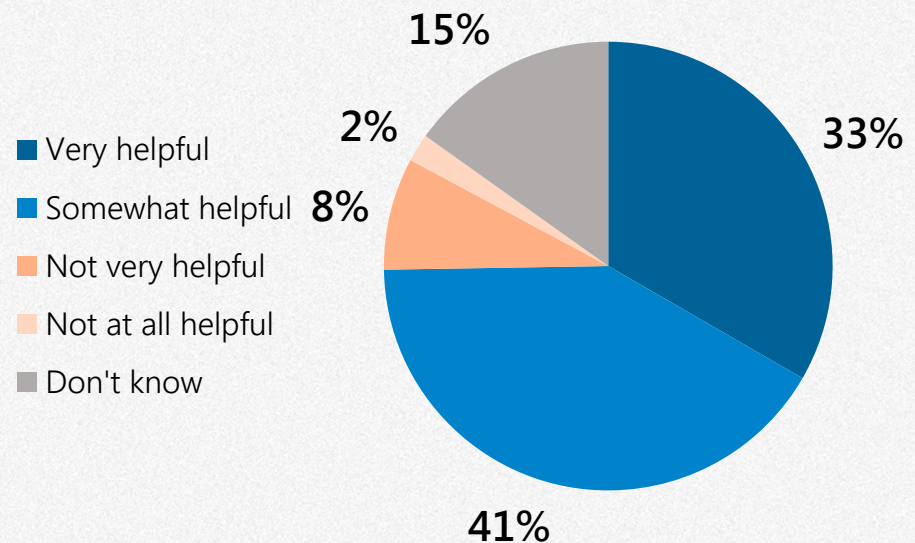


Those who have literacy interventionists or coaches available generally report they are helpful.

In your experience, how helpful are your school/district's literacy coaches for the teachers they work with?



In your experience, how helpful are your school/district's literacy interventionists in improving student outcomes?



Only one in five educators say their schools are prepared to provide “substantial” support to 3rd graders held back under new law.

Starting next year, state law will require schools to retain 3rd grade students who do not receive proficient scores in reading. Which of the following best describes the situation in your school?

Our school is prepared to provide substantial support to ensure students who are held back meet literacy benchmarks next year

22%

Our school is prepared to provide some additional support to help students who are held back meet literacy benchmark

45%

Our school is not prepared to provide additional support for students who are held back

24%

0% 20% 40% 60% 80%

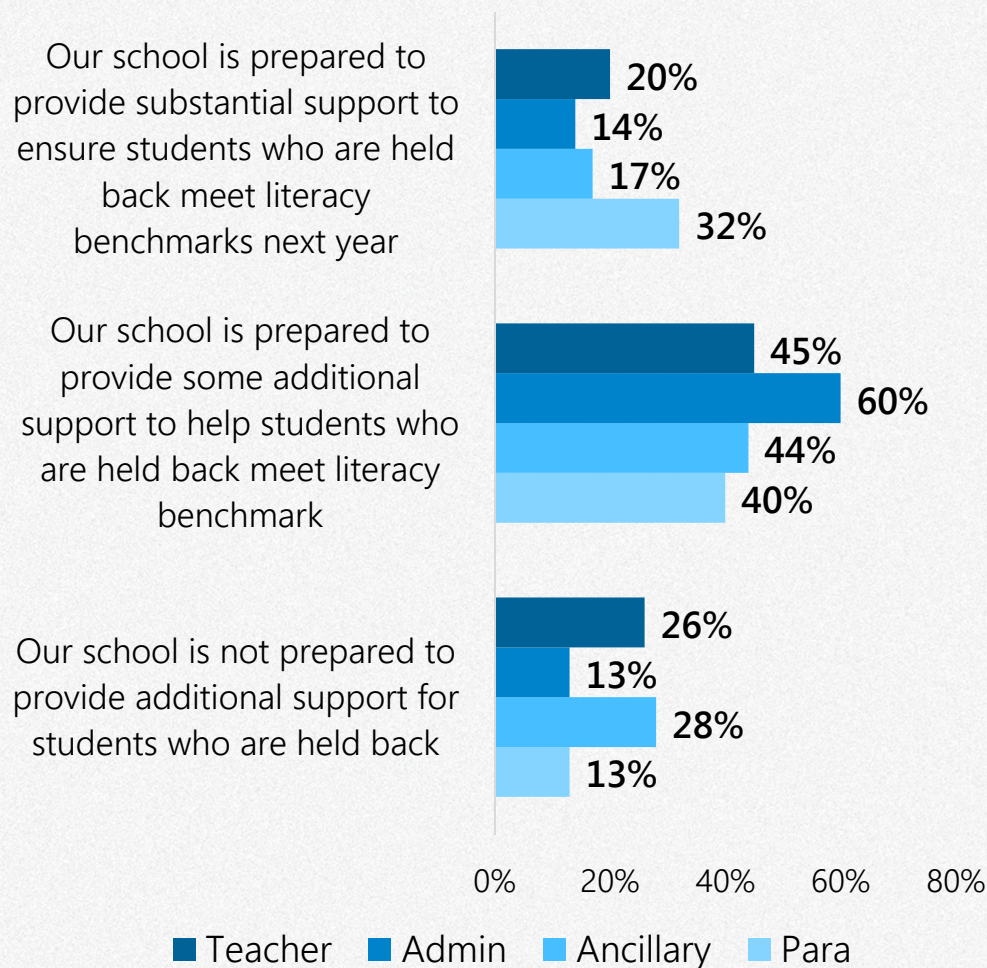


EMMA WHITE
RESEARCH LLC

AMONG K-5 TEACHERS, EDUCATORS, ADMINISTRATORS, N=6,665₁₀₄

Administrators are a little more confident about their ability to provide at least "some" support.

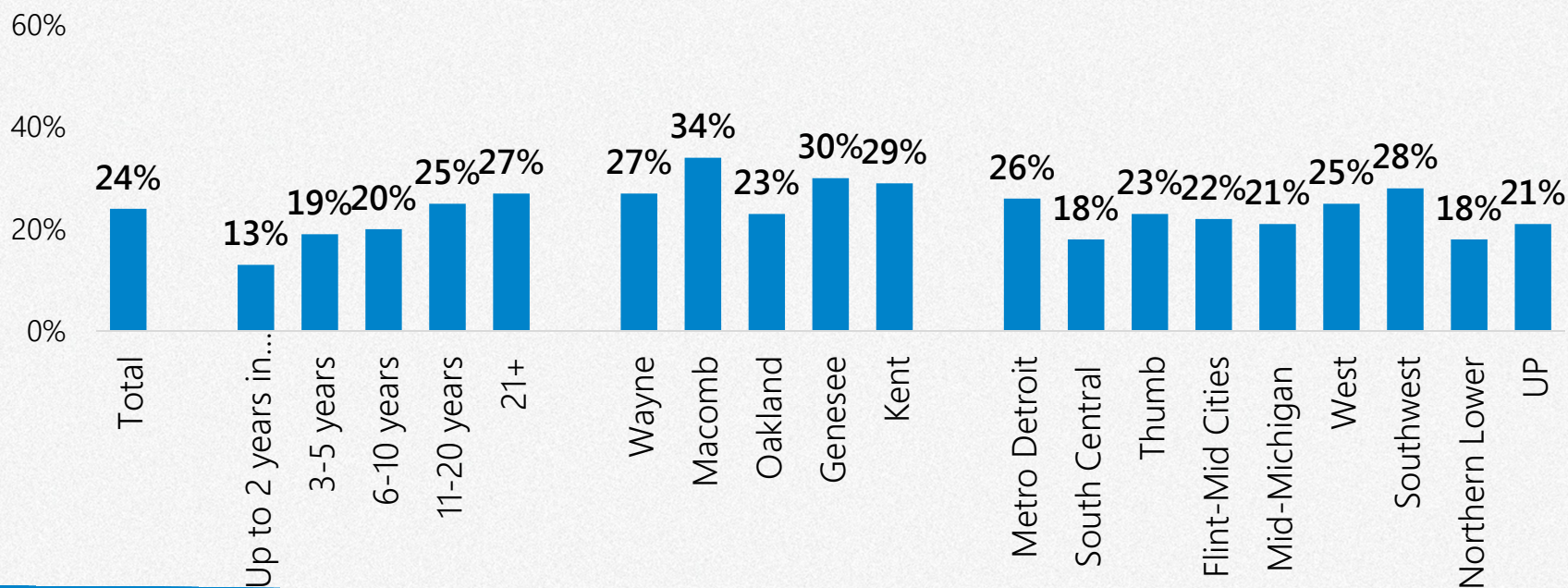
Which of the following best describes the situation in your school?



Longer-term educators and those in Macomb County more likely to say their school is unprepared.

Which of the following best describes the situation in your school?

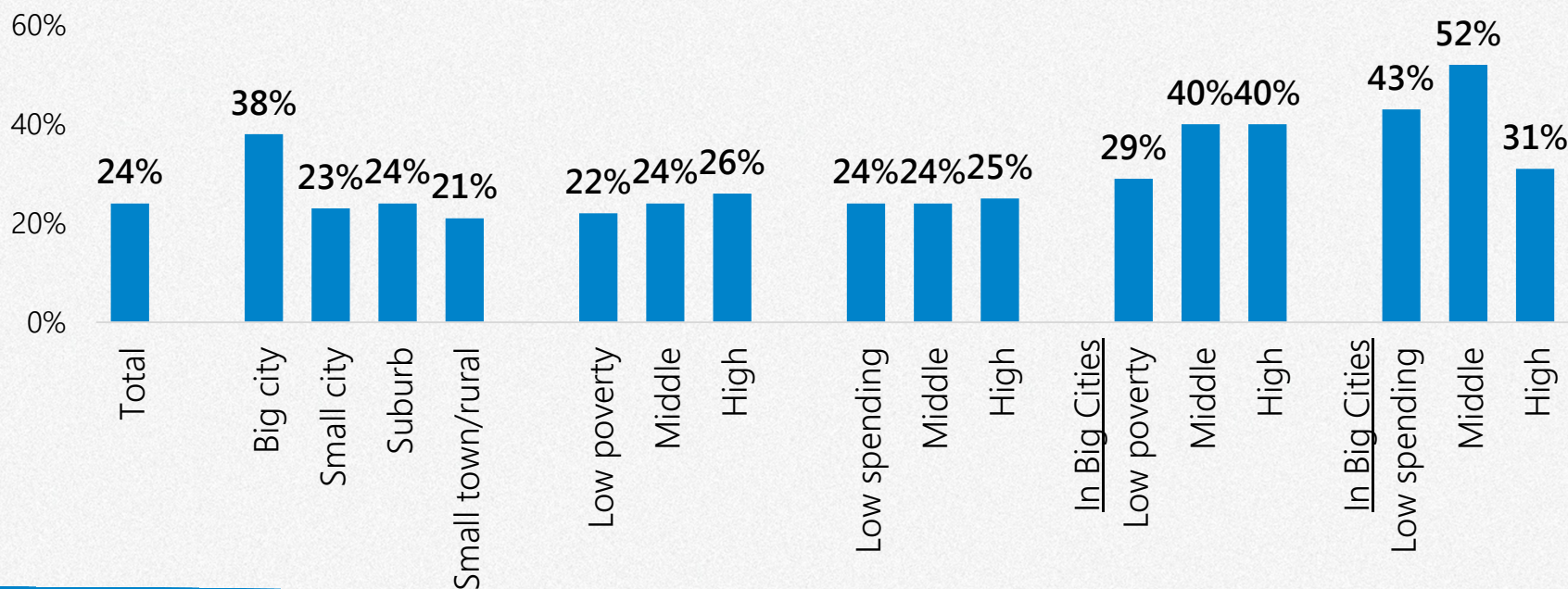
■ Our school is not prepared to provide additional support



Those in urban schools, especially high poverty and low-spending districts, more likely say they are unprepared.

Which of the following best describes the situation in your school?

■ Our school is not prepared to provide additional support



POLICY CHANGES

Educators see promise in all of the potential policy changes presented in the survey; they are most enthusiastic about reducing class sizes and expanding pre-school access.

	% "large impact"	% "some impact"
Reducing class sizes	80%	16%
Expanding access to high quality pre-school for all Michigan families	65%	28%
Allocating funding based on student need	59%	33%
Expanding school-based programs to connect families with social services they may need	53%	40%
Ensuring early-career teachers and principals are supported by effective mentors	52%	41%
Offering more training for teachers in the impact of adverse childhood experiences	39%	47%
Making more literacy coaches available to help teachers implement research-based reading instruction	38%	45%

In general, MI educators rate these policies in the same order, with reducing class sizes on top.

Overall

Some groups, including Pre-K and elementary educators, big city educators, are more likely to say all the policies would be impactful.

Reducing class sizes

Especially important to teachers (85%) and those considering leaving the field (85%). Less important (but still top-rated) among brand new teachers (70%)

Expanding pre-K access

Top priority among administrators (69%).

Different groups of educators generally share perspectives on mid-tier issues regardless of where they teach or how far they are in their career.

Allocating funding based on student need

Especially popular among big city educators (70% large impact), but also seen as important by majorities of suburban (56%) and rural educators (58%).

School-based connections to social services

Important to those in low-poverty districts (51% large impact) as well as those with high poverty rates (55%).

Mentoring new educators

Seen as large impact by 58% of brand new teachers, along with 51% of 20-year veterans.

ACE training and literacy coaches are consistently in bottom tier of priorities, though big majorities say they would make at least some difference.

Adverse childhood experiences training

Seen as more impactful by administrators (49%) and ancillary staff (50%) than teachers (37%). Higher priority among new educators (52%) than 20-year veterans (35%).

Literacy coaches

Highest appeal is in big-city low-funding schools, where 50% say it would make a large impact. Elementary and newer educators are also more likely to say this would be impactful.